University of Alberta

Toward Understanding the Lived World of the Physical Education Teacher in Curriculum Implementation

By

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A THESIS

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FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

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DEDICATION

To my husband, Allen,
and our daughter, Natasha.

Abstract

This qualitative case study attempted to investigate the meaning of curriculum implementation for a high school teacher engaged in implementing a new secondary physical education curriculum. I was interested in discovering insights and understandings of the implementation process.

To complement the methods of document analysis, observations and field note-taking as a participant observer, I engaged the key participant in conversations, interviews, journal writing, and critical reflection. As I attempted to describe, explain, and interpret behaviour and activities, a detailed portrayal of the teacher's life-world in curriculum implementation evolved.

Two major themes emerged: feelings and relationships. Prevalent feelings were pleasure and pride, tiredness, frustration, powerlessness, and dreams of a perfect world. Important relationships were with the principal, consultants, colleagues, students and parents. In addition, I explored the teacher's relationship to a new curriculum and the implications of the teaching/coaching role in the implementation process.

I found that a professionally committed teacher did not always find the necessary motivation, time and energy for curriculum implementation. The teacher expressed a desire for continuous support, feedback and reassurance throughout the entire implementation process.

It is suggested that those individuals involved in curriculum implementation listen to the voice of one teacher who asks for: respect, control, personal autonomy, time and support.

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CHAPTER I

THE STUDY

Introduction

During the last two decades, prominent educational theorists and researchers have been questioning and criticizing the prevailing perspective of curriculum implementation. However, the traditional empirical-analytic perspective has continued to dominate literature and research, despite the challenges and efforts of many hoping to alter the existing philosophical roots of thought and action (Aoki, 1984a).

According to Aoki (1984a), the dominant view of curriculum implementation can be likened to the producer-consumer paradigm present in business and industry today, within which the experts produce for the non-experts who consume. Embedded within this scientific and technological framework of instrumental reason and action is the view that a "competent teacher-implementer is one who has skills and techniques oriented towards efficient control" (Aoki, 1984a, p. 6). The implementing of curriculum is seen as an objective process of installing curriculum, efficiently and faithfully, with no regard for the teacher's subjectivity. The teacher is viewed instrumentally as a technical thing, stripped of all humanness (Aoki, 1984a). An underlying assumption exists "that teachers are more or less passive instruments through which changes, previously decided upon by decision makers, are delivered" (Carson, 1985, p.1). Thus, curriculum implementation is still understood by many as a linear, unidirectional process of simply putting a program into practice; this implies that the relationship between theory and practice "is one in which to implement is to put into practice curriculum-as-plan (i.e., to apply to a practical situation an ideal construct)" (Aoki, 1984a, p. 11).

Aoki (1984a, p. 5) asks that we come to understand curriculum implementation as "implementation as situation praxis" rather than "implementation as instrumental action." With this perspective I have endeavored to make sense of the experiences of one particular physical education teacher within a unique situation. From this perspective, implementation was viewed as being grounded in the human experiential world of the teacher with her students who co-dwell within the gymnasium situation in the presence of a new curriculum to be implemented (Aoki, 1984a). The dynamic life-world of the teacher involved the continuous interaction of the teacher, learners, subject matter and milieu. "Milieu refers to the environment, including its physical, social, economic, and psychological aspects" (Schubert, 1986, p. 176).

The teacher was viewed not as a passive, objective implementer, but as an actor who acts with and upon curriculum as she reflects upon her own assumptions underlying subjectively based action. In this way, theory and practice were seen in a dialectic relationship as the teacher implemented by critically reflecting "upon the relationship between curriculum-as-plan and the situation of the curriculum-in-use" (Aoki, 1984a, p. 11). Through dialogue with self, students and researcher, the text was interpreted and critically reflected upon by the teacher in an ongoing transformation of curriculum and self (Aoki, 1984a).

Theory and practice have been dichotomized as early as the times of Aristotle, when he gave preference to theoria over practice and thus helped lay the foundation of our prevailing thought of reducing practice to a secondary role. Aoki (1984a, p. 12) suggests that we reaffirm practice as "praxis--a way of knowing in which the subject within a pedagogic situation (like a classroom) reflectively engages the objective world guided by the telos of ordering human action." This perspective will allow us to view implementation as situation praxis, wherein theory and practice are seen "as twin moments of the same reality. Rather than to see theory as leading into practice, we now need more than ever to see it as a reflective moment in praxis" (Aoki, 1984a, p. 13). In this sense, the "end of praxis is more praxis" (Aoki, 1984a, p. 15).

Experiential Framework for Study

The source of my research questions lies in my own experiences as a school teacher, university teacher and graduate student. Over the past fifteen years I have come to understand the implementation of curriculum from my personal experiential framework wherein the horizons of curriculum-as-plan and curriculum-as-lived meet; that is from my efforts to fuse the horizon of the curriculum-as-plan as text with the horizon of teaching as a lived experience (Carson, 1984b).

> Within such a framework, the zone of "and" is seen as a zone "between", a zone of dynamic life possibilities and a zone of tension where the only stability is the constant presence of struggle. (Aoki, 1984b, p. 1)

Through my frustrating, lived experiences of interpreting intents and implementing activities of many new curricula over the years, the emergence of several dialectics has become apparent. The continuous tension created by living in the zone of "between" has provided considerable insight into curriculum-as-plan and curriculum-as-lived: the struggle within myself to interpret text and to implement text and activities, to know and understand myself and my students, and the struggle for the students to understand text and me. Personal experience and increased knowledge have allowed me to come to better understand myself, my students and curriculum. I have experienced frustration and anxiety in attempting to make sense of a fixed language and fixed criteria with my students, co-actors in acting with and upon curriculum.

As a first year grade one teacher I was faced with the challenge of implementing several new curricula and distinctly remember becoming frustrated with my seeming lack of knowledge, time and energy. Most vividly, I recall my experience of implementing the new physical education program. Due to a personal interest in physical activity and a strong belief in the value of appropriate activities for children, I paid particular attention to my program as well as to that of the other teachers. I was very concerned that the experienced teachers did not even appear to be attempting to understand the curriculum, and were actually canceling their physical education lessons. My colleagues would comment, for example, that "There's not enough time to do phys-ed", "I don't know anything about P.E.", "What's more important, math or phys-ed?" I sensed that most lacked competence and confidence, and had thus, perhaps, fostered a personal dislike for teaching physical education. They appeared to not want to change their attitudes and behaviors; however most were willing to try when approached with my enthusiastic offer to help us all come to a better understanding of the recent physical education curriculum.

Within my undergraduate education degree, I had taken a few "movement education" courses (the "new" physical education), and therefore had a limited theoretical background to assist me in understanding the new curriculum and implementing appropriate physical activities with the children. As I struggled within this novel experience of curriculum implementation, I sought to share my anxieties, frustrations and understandings with my students and colleagues. I asked the children what specific activities they preferred, as I attempted to offer a varied and balanced program. Questionnaire responses, as well as open conversation, indicated their preferences. Many opportunities were available for students to voice their opinion regarding the student-centered learning in which they were actively engaged. For example, many students indicated that they enjoyed "designing their own apparatus station and creating their own game."

My colleagues and I began to converse more openly about the curriculum. I was always available for questioning and attempted to further our understanding through a professional development day, as well as several "practical" after-school sessions with our children. I distinctly remember trying to assist other teachers in becoming familiar with the formal curriculum guide and encouraging them to use it, hoping that they would then feel more comfortable in initiating and sustaining a program with their children. Our efforts to come to a better understanding alleviated frustration, increased confidence and competence, and at least temporarily, appeared to alter the existing physical education programs.

More recently, as a teacher of movement education at the university level, I have experienced similar tensions when introducing curriculum in which I have had no participation in designing. Administration and senior professors offered no assistance and I, alone with my students, was left to struggle with implementation. The students and I attempted to make sense of the curriculum together. Through student-centered teaching styles, such as the guided discovery and divergent styles (Mosston & Ashworth, 1986), I tried to actively engage students in their own learning. Students were continuously encouraged and challenged to make decisions and solve problems. Alternatives to prescribed content and existing practices were discussed, and changes were actually implemented. Yet, as a teacher, I was still not willing to relinquish authority and control. I attempted to guide my student's discovery of answers toward those that had been deemed appropriate by culture and previous students, and thus restricted the existence of a truly emancipatory educational environment (Pinar, 1975). Tension existed between my perceived authority to guide and the students' desire to author their knowledge (Norris, 1989), as we tried to understand the departmental proposed course curriculum.

I would often wonder, as I still do, if my instruction was having any effect on my students' attitudes, beliefs and understandings toward education, in general, and movement education in particular. My student teachers in practicum situations did not appear to reflect the understandings that they had come to know. They did not seem to be equipped with the necessary knowledge and skills to interpret the curriculum. The students, I felt, did not continue to look beyond the printed word of the curriculum text, to read under and between the lines to fill in the open spaces in order that they may make curriculum-as-plan an integral part of their lived world of teaching. Perhaps I did not engage them appropriately in my struggle to implement curriculum with them, so that they might also experience the process and come to understand curriculum-as-lived.

As a professional educator, I am concerned with our lack of insight into the implementation process and the relationship of theory and practice, and with our inability to put our understanding of curriculum implementation into practice. As Fullan (1982, p. ix) says, "what has actually changed in practice--if anything--as a result of our efforts?"

While living within the world of the Department of Secondary Education as a doctoral student over the past three years, I have been immersed in the lived reality of curriculum studies. Many gifted individuals have guided my thirst for knowledge and understanding. I have been encouraged to think, converse, read, write and reflect, critically and authentically in order to come to understand text and experience. Continuously, I have been requested to consciously relive experiences, and to critically reflect upon the struggle to understand that which has allowed me to exist within the realms of the between--the "is" and the "not yet." The struggle is not yet over as there is no predictable end, as I continue to find meaning, not only in curriculum, but in life as well.

Intent of Study

To continue my struggle of coming to understand, I wanted to study curriculum implementation in the life-world of a teacher. To truly realize a teacher's unique curriculum implementation experience, I wanted to embed myself in a real world situation, observing, participating, and conversing with a teacher, her students and colleagues. The opportunity to do so arose with the introduction of a new provincial physical education curriculum.

Old and New Curriculum. Although the objectives of both the old and new curricula for junior and senior high physical education are quite similar, there are noticeable differences. Outdoor team games, indoor team games, dual and individual sports, rhythmics and dance, tumbling and gymnastics, and aquatics comprise the prescribed course content of the old curriculum. The recommended program of the new curriculum consists of seven dimensions: aquatics, dance, fitness, games, gymnastics, individual activities, and outdoor pursuits. The major emphasis is on games in the original program whereas the recent program emphasizes variety and balance. Many core activities are dictated in the old curriculum while many alternatives within the activity dimensions are suggested in the new curriculum.

Intramural and interscholastic programs are claimed to be important components of the total education of a student by both curricula. The 1966 edition suggests that these programs "contribute to the physical fitness and development of the student" (Department of Education, 1966, p. 121). The latest edition reiterates that "the intramural and interschool programs complement the physical education program by further developing the skills, knowledge and positive attitudes developed in the instructional program" (Alberta Education, 1988, p. 18). Both curricula state that the total physical education program should be a reflection of the students' and the community's needs and interests.

Although both the old and the new curriculum guides were developed by a committee of "experts", a major difference belies their respective view of the teacher's role in implementation. The former curriculum views the teacher's role as being neutral and passive, whereas the recent curriculum considers the teacher's role as being subjective and active. The old standardized curriculum represents a single interpretation, assuming that one curriculum is appropriate to meet the needs of all students, teachers and schools. The new, flexible curriculum assumes contextual variability and recognizes that many interpretations exist for those individuals involved. The flexibility and diversity of the new curriculum acknowledges the experiences and decision-making abilities of the teacher, whereas the old curriculum disregards the individuality of teachers and the uniqueness of situations, reinforcing the notion of teacher as passive implementer.

According to Beauchamp (1989, p. 19), the old curriculum could be described as a "cookbook" or "paint-by-numbers" curriculum. The particular activities to be taught are prescribed in detail, with the inclusion of specific skills and corresponding diagrams and techniques. There are few decisions and minimal choice afforded the teacher and students. In lieu of detailed descriptions of rules, skills, drills, and concepts, the new guide presents scope and sequence of many activities in the various dimensions. These progressions and levels are presented "as guides for teachers in the modification and development of programs tailored to their individual circumstances" (Alberta Education, 1988, p. 21), and are not intended as prescribed programs tied to grade levels. Although the old guide suggests that the program should be planned according to student needs, this claim is not evident in the course content or teaching methods presented.

The recent guide suggests that

> an effective teacher of physical education has a repertoire of methods and uses them in specific situations, depending upon desired learner outcomes, subject matter, the nature of the learners and their stage of learning, the number in the class, and the particular needs of the moment (Alberta Education, 1988, p. 11).

As well as briefly explaining effective teaching strategies, reference is made to Mosston's (1986) continuum of teaching methods which encourages the transference of decision-making from teacher to learner. At one end of the continuum all decisions are made by the teacher, while at the other end, all are made by the student. The former guide offers minimal insight into appropriate teaching methods and strategies by stating effective organizational procedures for the squad system and ways to manage disciplinary concerns. The guide implies the primary use of a command style of teaching with the emphasis on the teacher as a role model. There is no indication that opportunities exist for student input. However, the recent guide is written in such a way to encourage both teacher and student input, creating a potential for curriculum implementation to reach beyond the interpretative level.

Guiding Questions. By assuming a "learning role" within the implementation situation, (Agar, 1986), traditional scientific questions such as, "What's your hypothesis?" "How do you measure that?" were inappropriate, as there was no specific hypothesis to test (Bogdan & Biklen, 1982). I was interested in discovery, insight and understanding (Merriam, 1988). There were however, several questions that provided focus and meaning throughout the study. Questions that "cannot be answered once and for all. They must be asked continuously . . ." (Schubert, 1986, p. 176), in order that I come to understand how the teacher made sense of her life, what she experienced, how she interpreted these experiences and how she structured her world (Merriam, 1988):

What is the life-world of the physical education teacher implementing a new curriculum?

How does she interpret text and practice?

What is her view of the relationship between theory and practice?

How does she make decisions?

Why does she interpret as she does?

What are some of the factors that influence her interpretation of implementation?

What are some of the relationships among these factors?

It was my intention that the descriptions and interpretations derived from a thorough investigation of these questions would contribute significantly to the knowledge base, understanding and practice of curriculum implementation.

A Qualitative Case Study Approach

Case study is not new as "it has antecedents in the disciplines of sociology, anthropology, history, psychology and the professions of law and medicine" (Simons, 1980, p. 1). However, the use of case study in education has been comparatively new. According to Merriam (1988, p. xi), case study has been recently considered "a legitimate methodogical option" for educational researchers when designing a study, especially for those interested in exploring "the processes and dynamics of practice." There is a need for better communication of understandings of education practice and the case study is an extremely effective means of communication. It communicates in a way that accommodates an individual's present understandings, accumulated through direct and vicarious experiences (Stake, 1980).

Although the term case study may be familiar to most people, "there is little agreement on just what constitutes case study research" (Merriam, 1988, p. 1).

> To some extent, case study has become a catchall category for studies that are not clearly experimental, survey or historical. Further confusion stems from the fact that case study has been used interchangeably with fieldwork, ethnography, participant observation, exploratory research, and naturalistic inquiry (Merriam, 1988, p. xii).

Yet, qualitative case study is a "research design in its own right, one that can be distinguished from other approaches to a research problem" (Merriam, 1988, p. 5), and can be defined by its special features: a) particularistic, b) descriptive, c) heuristic, and d) inductive (Merriam, 1988, p. 11). The specificity of focus makes case study an especially good design for problems arising from everyday practice. The end product, rich, thick description portrays the interaction of many variables over time. Case studies are heuristic as they illuminate the reader's understanding of the phenomenon. The reader may discover new meaning, extend experience or confirm what is known. Case studies rely on inductive reasoning. "Generalizations, concepts, or hypotheses [insights] emerge from an examination of data--data grounded in the context itself" (Merriam, 1988, p. 13).

The distinctive need for case study arises out of the desire to understand complex social phenomena. The case study contributes uniquely to our knowledge of individual, organizational, social, and political phenomena (Yin, 1984). It "allows an investigation to retain the holistic and meaningful characteristics of real-life events" (Yin, 1984, p. 14), and therefore affords a most appropriate approach to come to a deep and rich understanding of the real world of a physical education teacher translating a written text into action. It allowed me to investigate a contemporary phenomenon within its real-life context, with unclear, ever-changing boundaries between phenomenon and context.

Case studies are not simply pre-experimental. "The understandings generated by case study are significant in their own right" (Adelman, 1980, p. 48), for each case is profoundly embedded in its real world situation (Merriam, 1988). The peculiar strength of the case lies in the attention given to the "subtlety and complexity" (Simons, 1980, p. 59), the "accuracy and detail" (Graef, 1980, p. 173) of the phenomenon. Resulting insights are "a step into action" (Simons, 1980, p. 60) as they may be directly interpreted and put to use, for example, in educational policy making, formative evaluation and for self-development. Insights into educational practice may have a direct influence on future practice and research (Merriam, 1988). The credibility of case studies need not be under attack as being statistically meaningless, lacking generalizability or invading one's privacy. Their virtue lies in reality, with the quality and integrity of details of an individual's experiences forming the text of the study (Graef, 1980).

The qualitative case study's paramount objective is "to understand the meaning of experience" (Merriam, 1988, p. 16). Case study researchers assume that meaning is embedded in people's experiences and mediated through the researcher's own perceptions (Merriam, 1988). Therefore, case study appeared as a most appropriate design to focus on a particular teacher's world, to come to understand how she lives and experiences the implementation of her program (emphasis of Werner & Rothe, 1979). I came to realize the teacher's vision of her world (Bogdan & Biklen, 1982). I was concerned with learning the meaning of actions and events to the teacher who I sought to understand (Merriam, 1988), but rather than studying the teacher, I intended to learn from the teacher. I learned her ways of doing things and viewing reality (Agar, 1980) and came to make sense of part of her world.

In order to learn about a world I did not understand, it was essential that I encountered it firsthand (Agar, 1986), within a long term, intimate relationship with the teacher (Merriam, 1988; Spradley, 1980). "[A]ction can best be understood when it is observed in the setting in which it occurs" (Bogdan & Biklen, 1982, p. 27). Case study research has the natural setting as the direct source of data--"hence the term naturalistic inquiry" (Merriam, 1988, p. 17)--and the researcher is the key instrument of data gathering and interpretation (Merriam, 1988; Simons, 1980). Only through an authentic lived experience with the teacher, have I truly come to know and understand the richness, variety and intensity of her world (Agar, 1980). I was concerned with process rather than simply outcomes or products, in context rather than a specific variable, in discovery, rather than confirmation (Merriam, 1980, p. xii). For example, I was interested in how the teacher's attitudes and expectations are translated into daily activities, procedures, and expectations (Bogdan & Biklen, 1982).

As I was interested in understanding the situation rather than the prediction of the value of one variable given the knowledge of the values of others (Agar, 1986, p. 16), it was vital that I approached her world with "the assumption that nothing is [was] trivial, that everything has [had] the potential of being a clue which might unlock a more comprehensive understanding of what is [was] being studied" (Bogdan & Biklen, 1982, p. 28). Such intensive personal involvement demanded "an abandonment of traditional scientific control, and improvisational style to meet situations not of the researcher's making and an ability to learn from a long series of mistakes" (Agar, 1986, p. 12).

The data that were collected and portrayed, is in the form of "words and pictures rather than numbers" (Merriam, 1988, p. 7). I have attempted to use face-to-face, common sense language to eloquently portray the everyday life of a high school physical education teacher as she experiences the relationship between a curriculum to be implemented and educational practice. My detailed portrayal, including the context of her world, attempts to describe, explain, and interpret behaviors and activities as she is immersed in the implementation process. I was not trying to measure or define discrepancies between the actual and the ideal (Werner & Rothe, 1979), thus hypotheses, measurement, samples, and instruments were inappropriate guidelines. Because of the dialectical relationship between theory and practice and "the dialectical relationships that characterize the interdependence between the researcher and that which is being researched", qualitative research methodologies were best suited to the nature of this investigation (Clandinin, 1986, p. 25).

Selecting a Key Participant

The selecting of a single participant allowed me to truly come to know and understand one individual. The situation provided opportunities to engage in genuine, face-to-face conversation, which in turn, allowed for the possibility of a rich, insightful study.

Therefore, of prime importance to this study was the selection of a suitable subject. It was important that the teacher selected as key participant, be open, genuine and an individual willing and capable of developing a friendly, trusting relationship with me (Elbaz, 1981). The teacher selected for my pilot study was an individual who had an expressed interest in professional growth and who was personally committed to improvement and change. She was recommended by a local school board physical education consultant as being "committed to her work, able to articulate her point of view, and interested in doing so." Throughout my pilot study, I found this teacher to be a professional physical educator committed to implementing the new curriculum to the best of her knowledge and abilities. I perceived her as being capable of "acting normally" throughout the duration of the study (Johns, 1979), as she appeared uninhibited by my presence. She was willing and eager to allow me to see her world from her perspective or viewpoint. She was also willing to give of her time and energy. Because of these qualities, I believed that she would be committed to sustaining the entire study. With her permission, we agreed to retain her as the key participant for the duration of the study.

The teacher that I selected and collaborated with during my pilot and research study was a full time physical education teacher of grades 10 and 11 in a large urban high school and a coach of one interscholastic sport. This was her ninth year of teaching, having taught three years of elementary/junior high and three years at another high school prior to her current appointment three years ago.

Her academic training included a Bachelor of Education degree, with a major in physical education, from a large Canadian university. Her interest in professional and personal growth could be seen through her desire to continue her academic studies in search of a graduate diploma in curriculum studies and through her involvement in a "teachers' effectiveness program" offered by her school district.

Professional interest and commitment could also be seen through this teacher's attendance at meetings and inservices related to the new curriculum, and other related topics. Her professional contributions to the area of physical education also included leadership in Canadian Intramural and Recreation Association and Health and Physical Education Council workshops. She viewed her active participation in this study as another significant way to continue to change and grow professionally and personally.

Beneficiaries

As the primary goal of qualitative research is "to add knowledge" (Bogdan & Biklen, 1982, p. 42), my case study has the potential to be "a direct and satisfying way of adding to experience and improving understanding" (Stake, 1980, p. 73). The case study represents a "particularly suitable methodology for dealing with critical problems of practice and extending the knowledge base" (Merriam, 1988, p. xiii) and thus, the insights derived from my study may benefit various individuals and groups in several unique ways.

Due to the nature of a case study and the "data" being presented in "a more publicly accessible form" (Simons, 1980, p. 60), my information and insights may be meaningful and of interest to graduate students, teachers, professional educators, teacher educators and curriculum policy makers. The interpreted experiences may be epistemologically in harmony with a reader's own experience and thus may provide a "natural basis for generalization" (Simons, 1980, p. 59). Even though these natural generalizations "have not yet passed the empirical and logical tests that characterize formal (scholarly, scientific) generalizations" (Stake, 1980, p. 69), there exists a potential for any reader to utilize tacit knowledge that he or she already possesses. User or reader generalizability are acknowledged "... alternatives to the statistical notion of external validity ..." (Merriam, 1980, p. 184). Due to the universality and importance of experiential understanding and its compatibility with such understanding, the case study can be expected to continue as a basis for "natural generalization" (Stake, 1980).

The accurate, detailed descriptions and meaningful insights of one teacher may make other teachers "consciously aware of similar experiences as they come to understand the meaning of curriculum implementation for them" (Craig, 1980, p. 9). In describing the experiences of one particular teacher I recognize that they may also be the possible experiences of others (Eisner, 1981; van Manen, 1984). As a description of another's experiences, my portrayal may offer a form of dialogue on experience for many teachers (Peterat, 1983) and may further encourage face-to-face, authentic sharing through a common-sense language. As I attempted to capture the revelatory nature of one unique case, many teachers may not only recognize similarities within experience but may also become consciously aware of the profound differences within their own world situation (Adelman, 1980).

The knowledge, understanding and insight that I revealed may also be of interest to curriculum specialists who work with teachers. I may have uncovered "actual" contextual and situational factors and problems that exist and influence curriculum change in schools (Werner & Roth, 1979, p. 13), as well as provided a rich descriptive basis for future program development and implementation. The personal perspective of a teacher will hopefully provide a broader and richer understanding "from which to direct policy and action in curriculum" and from which to "enrich and expand our curriculum theorizing and our actions with teachers in teacher education programs" (Peterat, 1983, p. 18).

The raw data base may be of interest and use for subsequent reinterpretation and for the generation of future research considerations. As van Manen (1984, p. 3) suggests, "no single interpretation of human experience will ever exhaust the possibility of yet another complementary, or even potentially richer description."

The teacher in this study was immersed in an educational experience that provided an opportunity for personal and professional growth. She was engaged in continuous critical thought and self-reflection. She became consciously aware of her beliefs and biases and what curriculum implementation meant to her. She had opportunities to change her beliefs and behaviours, as the experience of critical thinking and reflection became an integral part of her lived reality. As well, her knowledge and understanding of a curriculum increased, as did her skills of journal writing.

As researcher, I learned somewhat of the complexity and multidimensionality of curriculum implementation and the ongoing relationship between theory and practice. I gained insight into the phenomenon of change and came to a better understanding of the reasons why many teachers resent and resist change. In an attempt to truly come to know and understand another human being as she struggled to make curriculum an authentic part of her life-world, I began to become more aware of my own motives and assumptions. As I came to understand the meaning of implementation for her, I came to better understand the meaning that it gave to me. Yet, I continue to live within the intensive, never-ending struggle of coming to understand the dialectic between curriculum-as-plan and curriculum-as-lived, engaged in a continuous transformation of thought and being.

Delimitations

My research study was delimited to the understanding of curriculum implementation through the lived experience of one female physical education teacher as she focused upon a recently developed secondary physical education curriculum. I wished "to understand the particular in depth" and was not concerned with knowing "what is generally true of the many" (Merriam, 1988, p. 173). These delimitations afforded an excellent opportunity to study a problematic process within a real world situation. The setting exhibited the uniqueness of particulars yet the commonalities of general features. It provided an excellent opportunity to truly come to know and understand one human being and her relationships with the co-dwellers of her world.

Validity and Reliability

> All research is concerned with producing valid and reliable knowledge in an ethical manner. A qualitative case study is no exception (Merriam, 1988, p. 163).

As Merriam (1988, p. 164) reiterates,

> The applied nature of educational inquiry thus makes it imperative that researchers and others be able to trust the results of research and to feel confident that the study is valid and reliable.

Two researchers of naturalistic inquiry, Guba and Lincoln (1981), propose using the term, "truth value" for internal validity--the extent to which one's findings are congruent with reality, "transferability" for external validity--the extent to which the findings of one case study can be applied to other situations, and "consistency" for reliability--the extent to which there is consistency in one's findings. However, regardless of the terminology used for assessment, the basic question concerning the validity and reliability of an investigation remains the same: "To what extent can the researcher trust the findings of a qualitative case study?" (Merriam, 1988, p. 166).

Validity and reliability are inextricably linked in the conduct of qualitative case study research. It is, therefore, necessary to examine the validity and reliability of particular components of the study. According to Guba and Lincoln (1981, p. 378),

> It is difficult to talk about the validity of an experiment as a whole, but one can talk about the validity and reliability of the instrumentation, the appropriateness of the data analysis techniques, the degree of relationship between the conclusions drawn and the data upon which they presumably rest, and so on. In just this way one can discuss the processes and procedures that undergird the case study--were the interviews reliably and validly constructed; was the content of the documents properly analyzed; do the conclusions of the case study rest upon data? The case study is, in regard to demonstrating rigor, not a whit different from any other technique.

Even though each case study is "a custom job" (Eisner, 1981, p. 8), and there appears to be no standardized way of getting and communicating information (Eisner, 1981), experienced qualitative researchers advocate particular practices conducive to producing knowledge and understanding that is both "believable and trustworthy" (Merriam, 1988, p. 183).

I have addressed the question of internal validity, reliability, and external validity by turning to the guidelines and regulations suggested by many researchers (Adelman, 1980; Craig, 1984; Guba & Lincoln, 1981; Merriam, 1988; Patton, 1980; Yin, 1984). Specific techniques for establishing the rigor of the research instrument, and the methods for collecting, analyzing, interpreting, and communicating the data, are integrated throughout the remainder of this report. However, the following descriptions will provide a brief outline of the applied methods and procedures.

Internal validity was addressed by using triangulation, checking interpretations with participant(s), staying on-site for nine months, asking peers to comment on emergent findings, involving participant(s) in all phases of the research, and clarifying researcher biases and assumptions (Merriam, 1988). In hopes of capturing what was really there, I attempted to observe my key participant's constructions of reality, how she understood the world. For the case study researcher, "what seems to be true is more important that what is true" (Merriam, 1988, p. 167).

To enhance reliability or consistency in my findings, I have briefly explained the assumptions and perspective underlying my study, the method of improving the reliability of the human instrument, and the procedures for triangulating data. To ensure that my results make sense, are consistent and dependable, I have described in detail how the study was conducted and how the interpretations were derived from the data.

In assessing the reliability of my interpretations, the reader may also apply McCutcheon's (1981) criteria:

1. Whether the line of reason is sound.
2. Whether sufficient evidence is presented in support of the interpretation.

3. Whether the interpretation is in accord with what is known about schooling.
4. Whether the interpretation promotes significant understanding.

The extent to which the findings of a case study can be generalized to other situations, referred to as external validity, "continues to be the object of much debate" (Merriam, 1988, p. 184). I have elaborated on the value of finding meaning in the lived experiences of one particular individual.

Ethical Considerations

Merriam (1988, p. 184) advised that

> the best that an individual researcher can do is to be conscious of the ethical issues that pervade the research process, from conceptualizing the problem to disseminating the findings. Above all, the investigator must examine his or her own philosophical orientation vis-a-vis these issues. Self-knowledge can form the guidelines one needs to carry out an ethical investigation.

She continued to suggest that "in a qualitative case study, ethical dilemmas are likely to emerge at two points: during the collection of data and in the dissemination of findings" (Merriam, 1988, p. 179). "... rigor in a qualitative case study derives from the researcher's presence, the nature of the interaction between researcher and participants, the triangulation of data, the interpretation of perceptions, and rich, thick description" (Merriam, 1988, p. 120). Throughout the entire process the researcher should be concerned with producing believable and trustworthy findings.

Even though a qualitative case study presupposes a naturalistic view of the world, that in turn defines the researcher's approach to issues of validity, reliability and ethics, (Merriam, 1988), the researcher can find practical guidelines in the methodological strategies employed by experienced anthropologists and sociologists. These practical insights can complement the researcher's sensitivity to the collection and analysis of data, as one extracts "raw data from the empirical world... data which provide depth and detail" (Patton, 1980, p. 22). In actuality, "both qualitative and quantitative data are interpretations of experience" (Merriam, 1988, p. 68).

As a qualitative case study researcher, I found a number of ethical principles that were a useful guide throughout the duration and completion of my research. The first six principles have been officially adopted by the American Anthropological Association (Spradley, 1980, p. 21-24), and as well, gain further support from several experts in the field of qualitative research (Agar, 1980; Bogdan & Biklen, 1982; Graef, 1980; Hawke, 1980; Merriam, 1988; Simons, 1980; Spradley, 1980; Yin, 1984). The ethical principles I speak of are as follows:

1. "Consider informants [participants] first--discover intents and concerns of informants [participants] and consider these first when making choices" (Spradley, 1980, p. 21).

"Treat informant [participant] with respect" and "seek permission" (Bogdan & Biklen, 1982, p. 50) before proceeding with a taped conversation, for example.

2. Safeguard informants' [participants'] rights, interests and sensitivities.

   I acknowledged "that others must live with the consequences of his [my] findings" (Adelman, 1980, p. 57).

3. "Protect the privacy of informants" [participants] (Spradley, 1980, p. 23).

   Find ". . . the appropriate balance between the 'right to know'--the researcher's search for the truth--and the right to privacy--the individual's concern to protect the facts of his/her life" (Simons, 1980, p. 6). The use of pseudonyms in field notes and final presentation helped preserve the anonymity of my participant and did not distort the study so that authenticity was lost (Bogdan & Biklen, 1982). Anonymity was worth having as it enhanced open conversation, freedom of thought and insight into the reality of the situation (Simons, 1980).

4. Communicate research objectives to informant [participant]--as a process of unfolding, with continuous clarification throughout (Spradley, 1980; Graef, 1980).

   I was explicit about the conditions of my study and the rights of all individuals from the outset (Merriam, 1988; Simons, 1980). My key participant was also allowed a say in her participation and our evolving relationship (Bogdan & Biklen, 1980). By clearly articulating how my study was to be planned and carried out, and employing rigorous techniques as articulated, I attempted to demystify case study methods for my participant and audience (Bogdan & Biklen, 1982).

5. Do not exploit informants [participants] for personal gain and "fair return" should be given for their services (Spradley, 1980, p. 24).

   I shared with my key participant ways in which her participation in the study would benefit her personal and professional growth. I assisted her in becoming aware of how her involvement could be meaningful in professional ways.

6. "Make reports available to informants" [participants] (Spradley, 1980, p. 24).

   "'Raw' data needs to be accessible, as well as the 'cooked' account" (Adelman, 1980, p. 55). For example, the accuracy of the transcripts were open for a check by my participant. I also allowed her to share in the editing and release of data (Graef, 1980). I intended to tell the truth and not fabricate or distort data (Bogdan & Biklen, 1982) or manipulate data to create a more favourable impression (Graef, 1980).

7. "Acknowledge and take into account personal biases as a method of dealing with them" (Bogdan & Biklen, 1982, p. 43).

    My "culture-personality background, though increasingly acknowledged as critical, is a great unknown in ethnographic research" (Agar, 1980, p. 44), and it still remained unclear as to how to integrate it into discussions of methodology. As "the `self' is the primary instrument of data gathering and interpretation" (Simons, 1980, p. 6), there is much in the techniques of data-gathering, observing and reporting in case study that is left to the judgement of the researcher. Yet it is this sophisticated human instrument's accountability that is the essence of ethical and trustworthy research (Guba & Lincoln, 1981; Merriam, 1988).

It is therefore vital that I, as researcher, lessened and limited the effect of personal biases, prejudices and opinions on techniques and procedures, by bringing them to conscious awareness (Merriam, 1988), and dealing with them as part of my methodology (Agar, 1980; Bogdan & Biklen, 1982; Hawke, 1980). Fortunately, many biases that are brought to awareness are often "rather superficial" and therefore also relatively easy to "transcend" (Bogdan & Biklen, 1982, p. 42).

Using as many sources of data collection as possible, that is, triangulating to evolve multiple perspectives, lessened the tendency to personally bias data (Yin, 1984).

As well, an intimate knowledge of my participant and the setting limited personal effects, as I learned to discount some data, that is, interpret them in context (Bogdan & Biklen, 1982).

Prior experience from my pilot study may also have caused personal biases to surface (Clandinin, 1986), providing an opportunity to acknowledge and deal with them.

Personal Biases and Assumptions

I believed that problems of practice in education are multifaceted, fluctuating, and highly contextual. The teacher's experience of curriculum implementation therefore needed to be investigated from a holistic, contextual perspective. In order for my research to extend the knowledge of education and have an impact on practice, I believed that an interpretive, as well as a descriptive account of the phenomenon was necessary. To gain an in-depth understanding of a particular situation and its meaning for those involved, I thought that a qualitative case study approach was the most appropriate research orientation. Given the intent of my study, many experts substantiate my research perspective. Their support is integrated throughout this report.

In order to interpret and make sense of the teacher's experience of implementing curriculum, I believed that I needed to focus on the perceptions of the teacher and the meanings that she gave to the experience. This fundamental perspective of situational interpretation demanded the integration of critical sense-making in order to question that which underlaid the obvious. To derive meaning from her experience of implementing curriculum, I believed that I must discover and uncover the teacher's construction of reality. Hence, the necessity of observing and participating in the phenomenon firsthand, and engaging my key participant and myself in critical self-reflection. In order to observe, that is, see with understanding (Logsdon, 1977), it was necessary that we engage in reflection. "Reflection upon our 'seeing' changes the very seeing itself" (Werner, 1984, p. 32).

The most effective way to come to know and understand someone, I believed, was to spend time together, in open conversation. I had implicit confidence in my ability to enter into conversation with my key participant and other co-dwellers of her world. Students, friends, and colleagues have often said that I am "easy to talk to" and that I am "a good listener." I perceived myself as being empathetic and perceptive, cheerful and non-threatening. I assumed that, given time with my participant in her own environment, I would come to know somewhat of her world. My continuous questioning, I assumed, would make the teacher conscious of implementing the curriculum and would cause her to reflect upon her thoughts and actions.

I approached my relationship with my key participant with the same ethical conduct that I would any other relationship. Regarding personal or professional matters, I believe that I am trustworthy and dependable. I am concerned about an individual's right to privacy and attempt to act as a reliable confidant to both friend and colleague. I think that it is crucial to discuss with an individual the possibility of relating one's story prior to doing so.

In order that my perception of a good physical education teacher did not color my observations and interpretations, throughout the investigation I remained consciously aware of my personal view. In my opinion, a good teacher should:

- realize that all students do not innately enjoy physical activity and need to be motivated to develop a positive attitude toward activity.
- be sensitive to individual student needs and interests.
- be capable of, and willing to, offer a varied and balanced program.
- believe in the importance of physical education in developing a whole, educated individual.
- be comfortable with allowing students opportunities to make decisions and solve problems.
- be enthusiastic, energetic and well prepared, keeping students active and on-task.
- be committed to reflecting upon thought and action in order to improve practice.

Theoretical Frameworks of Implementation

There are several theoretical structures that can be used to examine the contemporary practice of curriculum implementation. Following, are three alternate orientations on how implementation might be understood: the traditional, empirical-analytical perspective which views implementation as "instrumental action" (Aoki, 1984a, p. 6); the situational-interpretive orientation which conceives of implementation as "interpretation" (Rowell, 1983, p. 29);

and the critical-reflective perspective which conceives of implementation as critical reflection.

Empirical-Analytical Orientation. The empirical-analytical orientation of curriculum implementation is based upon the traditional, scientific framework which views implementation as a productive process of installing a particular curriculum. "Implementation is objectified, that is, it is constituted as action according to an ends-means framework" (Aoki, 1984a, p. 16). This technological stance assumes that implementation is productive work, interested in efficiency, certainty and predictability (Aoki, 1984c). The very existence of a curriculum presented as government policy, formalizes specific expectations and builds a potential capacity for making teachers accountable (Carson, 1985). Effectiveness of the implementation process is typically assessed by comparing the installed curriculum with the written curriculum guide, often through the use of achievement oriented, goal based and criterion referenced tests for students.

Rowell (1983, p. 27) likens the empirical-analytical orientation of program implementation to the

> installation of (say) carpeting throughout an institution. Once the budgeting for the idea has been approved by the administrative purse-holders (adoption of the program), the institution (school system) is appraised and specifications noted, so that the fitters (program planners) may prepare for installation by trimming the carpet (program of studies) to the appropriate dimensions. In general, the fitters do not require assistance from the occupants of the institution

> (teachers and students) who passively accept the installation as an addition to their everyday existence.

Aoki (1984a) draws an analogy between the existing, dominant view of implementation and the producer-consumer paradigm which controls industry and business--a paradigm within which the experts (curriculum experts) produce for the consumers (teachers and students). Within this framework, the curriculum is viewed as a commodity to be presented by the teacher for student consumption. The implied relationship between theory and practice is one in which implementation means putting a particular curriculum, designed by external experts, into practice, or as Aoki (1984a) reiterates, applying a curriculum-as-plan or ideal construct to a practical situation.

This prevailing perspective of implementation sees the teacher relegated to a passive role of delivery agent or implementer within a unidirectional, linear process which maintains an ultimate objective of putting a program into practice (Aoki, 1989; Connelly & Ben-Perètz, 1980; Connelly & Elbaz, 1980; Schubert, 1986). "In many educational systems the belief remains that it is possible to transplant a program into a school or school system," claims Rowell (1983, p. 29). This objective process, in keeping with traditional Research, Development and Diffusion models of implementation (Aoki, 1984a; Carson, 1985; Rowell, 1983), presupposes a one-way transmission from the originators of the curriculum to the essentially passive receivers.

Direction and control of the implementation process comes from institutional decision-making at the provincial, school district and school levels (Carson, 1985).

Conceiving of implementation as instrumental action is unrealistic and inappropriate, according to Aoki (1984a, 1989). He reminds us that man and his world are not separate entities; that the teacher does not function as an instrument or technical thing devoid of personal feelings. Implementation as instrumental action strips the teacher of all human competence. The teacher is considered to be a technician concerned with installing the curriculum in exactly the way that it was intended. This technical perspective neglects or minimizes the interpretive actions of the teacher and her students as they encounter the curriculum.

According to Carson (1985, p. 1),

> schools are administered as bureaucracies in which teachers fulfill designated functions within the organization. The underlying assumption of administratively directed curriculum implementation is that teachers are more or less passive instruments through which changes, previously decided upon by decision makers, are delivered.

The teachers are expected to be part of an assembly line (Connelly & Elbaz, 1980; Schubert, 1986) and to function as a reproducer of knowledge. They are treated "merely as implementation agents" (Connelly & Ben-Perètz, 1980, p. 98).

Thus, within this empirical-analytical orientation of implementation teachers appear to be degraded and dehumanized, as the process is objectified and decontextualized. Teachers must perform certain functions as technical beings interested in control, efficiency and certainty (Aoki, 1984a) and lose their autonomy and freedom of action as competent, capable and worthy educators (Carson, 1985). Carson (1984b) reveals that this bureaucratic implementation process substitutes a technical rationality for practical, situational forms of reason and attempts to impose managerial control over teachers and their teaching. In an effort to assist the teachers, increased control and technical help "tends to erode teaching as situational praxis" (Carson, 1985, p. 3). Based on a doctrine of transferability, this view of implementation has no regard for contextuality (Aoki, 1984a; Carson, 1985).

Situational-Interpretive Orientation. An alternative view of implementation, referred to as interpretation by Rowell (1983) and as situational praxis by Aoki (1984a), is grounded in human experience within the classroom situation. Curriculum implementation, from this perspective, is understood as recognition of multiple realities for participants and as providing for the possibility of enhanced communication and understanding (Rowell, 1983). The implementation process is seen as an opportunity for the teacher and students to come to a deep understanding of the curriculum and to give meaning to it in terms of their own particular situation, as they engage in an active process of communication and interpretation (Aoki, 1984a). Fullan and

Park (1981, p. 21) suggest that implementation will occur only to the extent that "every teacher has the opportunity to work out the meaning of implementation in practice."

Within this implementation framework, participants interpret and act from within their individual and/or group perspective. Rowell (1983) proposes that a particular set of meanings for a curriculum will emerge and evolve for each individual person involved in the implementation process.

> Inevitably, the intents and meanings of the program for the developers will differ from those of the planners preparing to use it, because of the variations in time, place and purpose of the individuals, and the perspectives from which they interpret their experiences (Rowell, 1983, p. 29).

Curriculum developers, administrators, teachers and students view the curriculum to be implemented from a unique perspective. Each individual gives personal meaning to perceptions and interpretations. However, within this implementation orientation, individuals assume that their perspective is shared by those with whom they communicate. They appear unaware of discrepancies that may exist and tend to believe that they understand one another (Rowell, 1983). Ideally, implementation as interpretation would include the "shared understanding among participants of the presuppositions, values, and assumptions which underlie a program" (Werner, 1979, as cited by Rowell, 1983, p. 29). Conversation clarifies motives, experiences, and meanings which they give to things, persons and situations.

Conversation affords an excellent avenue to come to shared understandings as individuals.

The view of implementation as interpretation, sees the teacher as a human being actively engaged in interpreting curriculum from within her horizon and acting upon her interpretations (Aoki, 1984a). This perception of the process and the teacher implies that changes in a teacher's role/behaviour, knowledge and understanding, and value internalization (Rowell, 1983) must occur if curriculum change is to result.

Effectiveness of this implementation process is determined by the various interpretations of the teachers and students who have used the curriculum. The quality of the interpretive activity of discovering underlying assumptions, motives, values and intentions is examined (Aoki, 1984a). "Competence in implementation is seen as competence in communicative action and reflection" (Aoki, 1984a, p. 16), as teacher and students come to a mutual understanding of one another and the curriculum.

Critical-Reflective Orientation. This orientation toward curriculum implementation is concerned with the critical understanding of the interests, values and assumptions of the curriculum and the implications for human and social action (Aoki, 1984a). By engaging the teacher in a continuous process of reflection and transformative action, this critical stance endeavours to free the teacher from hidden assumptions and intentions of both herself and the curriculum (Rowell, 1983). Carson (1985) presents the teacher as an active subject engaged in curriculum implementation as an action oriented critical reflective process. The teacher is assumed to be a "thinking, deliberating agent oriented toward action (Connelly & Elbaz, 1980, p. 109). Implicit faith in the teacher's ability to change through reflective action, rather than through outside imposition, is acknowledged by Aoki (1984a) and Carson (1985). The curriculum is perceived as a text to be interpreted and critically reflected upon by the teacher, in an ongoing transformation of curriculum and self. According to Aoki (1984a), to implement the curriculum, the teacher reflects critically upon the relationship between curriculum-as-plan and the situation of the curriculum-in-use. There is an implied dialetical relationship between theory and practice which encourages the teacher to subjectively interpret the curriculum and act upon her interpretations.

From a critical stance, the curriculum is assumed to be a set of assumptions, beliefs, and values shaped by the broader interests of societal groups as well as by the interests of individual participants (Rowell, 1983). The implicit features of the curriculum are to be disclosed by the originators in order that its implications may be studied. Through a continuous process of reflection upon both thought and action, the teacher comes to understand its underlying assumptions and the conditions of its constructs.

The curriculum is not merely to be interpreted and understood, but is to be transformed by the teacher. The teacher is concerned with injecting her own ideas into the curriculum-as-plan, as she continues to grow and develop through a process of critical self-reflection. However, more importantly, the teacher attempts to improve the world and human conditions as a result of her discoveries (Aoki, 1984a).

The preceding theoretical structures of curriculum implementation are the lenses through which I explored the implementation process that forms the focus of this study. These orientations will be revisited at the conclusion of the thematic analyses.

CHAPTER II

METHODS AND PROCEDURES

Case study is not the name for a standard methodological package, as case study methodology is eclectic, and representative of a variety of techniques and procedures most commonly used in collecting information in sociological and anthropological fieldwork. "There is considerable debate among researchers about the extent to which traditional methods of data collection and analysis can be used in conjunction with qualitative methods in a research study" (Merriam, 1988, p. 2). Merriam (1988, p. 2) concludes that case study design can appropriately "accommodate a variety of disciplinary perspectives, as well as philosophical perspectives on the nature of research itself." Although there is confusion regarding "how one actually goes about this [case study] type of research" (Merriam, 1988, p. 2), she suggests that the appropriate methodological strategies of experienced case study researchers, irrespective of paradigm perspective, should be adopted for the investigation of situation specific problems in which understanding and meaning are sought.

This study employed a variety of techniques and procedures representative of case study research design. The following methods allowed me to systematically study a phenomenon:

- observation (participation and nonparticipation)

- interview (conducted with varying degrees of structure)
- audio recording
- field note-taking
- document collection, and the negotiation of products (e.g. discussing the accuracy of an account with those observed) (Adelman, 1980, p. 49).
- journal writing and critical reflection (Craig, 1984).

The methodological process of collecting and analyzing data is not linear, but a dialectic process (Agar, 1980). The process is ongoing, continuous, contradictory and cyclical, and according to Merriam (1988, p. 123), "... recursive and dynamic...." The procedures of collecting and interpreting data are difficult to separate because they are both interdependent and interrelated, and occur as a "simultaneous activity" (Merriam, 1988, p. 119). Agar (1980) suggests that, as both researcher and interpreter, I would learn something (collect data), try to make sense out of it (analyze), go back to see if the interpretation made sense in light of new experience (collect more data), refine my interpretation (more analyzing), and so on. Therefore, throughout the entire duration of the study, I was engaged in a continuous interactive process, with participant(s) and data, of emerging foci for further investigation.

As lived experience descriptions can be found in a multitude of forms: "in transcribed, taped conversations; in interview materials; in daily accounts or stories; in lunchtime talk; in formally written responses; in diaries; in passing comments; in heart-to-heart conversations" (van Manen, 1984, p. 21), I engaged in a continuous process of triangulation. I thus used multiple sources of evidence, employing a variety of data collection techniques and procedures, to develop "converging lines of inquiry" (Yin, 1984, p. 91). Any insights and understandings are much more convincing and accurate if based on several different sources of information, following a corroboratory mode (Yin, 1984; Hammersley, 1983; Craig, 1984). Essentially, the multiple sources of evidence provided multiple perspectives of the same phenomenon, thus addressing the potential problem of construct validity (Yin, 1984). The raw data from several sources also created a case study data base, that is, "a formal assembly of evidence distinct from the final case study report" (Yin, 1984, p. 79).

The opportunity to use multiple methods of data collection is a major strength of case study research (Merriam, 1988).

> ... the flaws of one method are often the strengths of another: and by combining methods, observers can achieve the best of each, while overcoming their unique deficiencies (Denzin, 1978, p. 302).

Firstly, it is assumed "that the bias inherent in any particular data source, investigator, and particular method will be canceled out when used in conjunction with other data sources, investigators, and methods" and secondly, "when triangulation is used as a research strategy the result will be a convergence about the truth about some social phenomenon" (Mathison, 1988, p. 14).

Mathison (1988) believes that, in reality, data collected from different sources or from different methods, may be inconsistent and contradictory. Patton (1980, p. 330) states that, "There is no magic in triangulation. The evaluator using different methods to investigate the same program should not expect that the findings generated by those different methods will automatically come together to produce some nicely integrated whole." Triangulation of sources and methods should be employed to "... study and understand when and why there are differences" (Patton, 1980, p. 331).

Mathison (1988) does not consider the lack of convergence on a single perspective of some phenomenon to be problematic. "The researcher is left with the task of making sense of the evidence regardless of what the outcome is . . . the value of triangulation lies in providing evidence--whether convergent, inconsistent, or contradictory..." (Mathison, 1988, p. 15), and not in the outcome. She asks that researchers attempt to make sense of what they find, which often requires embedding the data at hand "with a holistic understanding of the specific situation and general background knowledge about this class of social phenomena" (Mathison, 1988, p. 17). This conception places the responsibility for the construction of plausible explanations about the phenomena with the researcher.

Miles and Huberman (1984, p. 235) suggest that "... triangulation is a state of mind." As the sole researcher in my investigation, I consciously set out to build the verification process into the data-gathering process (Miles & Huberman, 1984) and beyond.

Gaining Entry

Gaining entry into the research environment may, in itself, provide a source of analytic insights. "Much can be learned from the problems involved in making contact with people as well as from how they respond to the researcher's approaches (Hammersley, 1983, p. 56). The process of negotiating entry and collecting data are two integrated phases that overlap significantly. Therefore, it was important that I was alert and observant right from the initial stages of gaining entry.

Major gatekeepers (Merriam, 1988), such as the school principal and physical education department head, were understandably concerned as to the picture that I would paint, and had practical interests in seeing themselves and colleagues presented in a favourable light. They may have tried to influence times and activities available to me. However, their perceived troublesome times or activities may, in fact, have been very fruitful opportunities for me to live within a real situation (Bogdan & Taylor, 1975). Therefore, it was important that I made early contact with the major gatekeepers and my key participant, to gain acceptance and admittance at the very beginning of the school term, when the environment may be in a state of flux.

In June 1987, I began the process of entry through several preliminary telephone conversations with the physical education teacher, my key participant, to generate an agreement about how the study was to be carried out (MacDonald, 1980). This initial contact was followed by a personal visit with the school principal to explain and discuss my research intentions. I then made another visit to present to the department head and teacher, the purpose, significance and procedures of my proposed study. I was aware that the expectations generated during these initial contacts would impose structures and constraints that would affect the conduct of the entire study (Adelman, 1980).

On September 03, 1987, I made a presentation to the entire physical education department at its first formal meeting. It provided an opportunity for me to explicitly and precisely explain about my study and presence, and to allow the teachers to ask questions. Since I would be sharing in part of their world over the next nine months, it was an opportunity for us to begin to know one another. I was conscious of the fact that the way in which I entered their world would influence how they viewed me throughout the entire study (Craig, 1984).

In further face-to-face conversations with my key participant, we attempted to redefine our roles. We discussed the teacher's commitment to the study in terms of responsibilities, work, time and energy, and ensured her again of anonymity. Gaining entry was not simply a matter of physical presence or absence, but involved the discovery and emergence of appropriate roles and relationships. While my physical presence in itself may not have been problematic, inappropriate activity for me may have been so (Hammersley, 1983).

Pilot Study

I began a pilot study in which my investigations were exploratory in nature allowing me an opportunity to get in touch with my phenomenon (Clandinin, 1986) and my key participant. Initially, it afforded a time when I remained somewhat detached, waiting to be looked over and hoping to be accepted (Agar, 1980, p. 129). It provided an opportunity for me to gain familiarity with the environment, routines and relationships among teachers and students (Clandinin, 1986; Yin, 1984). It was a time when I began developing trust, confidence, and friendship with my key participant, essential ingredients in creating a sharing relationship wherein authentic conversation could prevail.

Data collected during my pilot study allowed me to further delineate my purpose and assisted me in refining my data collection plans with respect to "both the content and the procedures to be followed" (Yin, 1984, p. 74). I was able to assess the relevance of the questions that I brought with me and decide which ones needed reformulating (Bogdan &

Biklen, 1982). I was able to learn about the appropriateness and effectiveness of my research design and field procedures. The experience and practice in utilizing specific research skills (Merriam, 1988), such as question-asking, listening, and observing better prepared me to cope with the unexpected and enabled me to maintain flexibility and adaptability (Yin, 1984). The broader my research repertoire, the more creative I was in developing approaches to questions I did not anticipate within a situation that I was just learning to understand (Agar, 1980). My pilot study provided an excellent opportunity to simply learn from the experience of being involved.

There was no one point that I was able to say, "now I have finished the pilot study and I will begin the actual study" (Clandinin, 1986, p. 32). Tentative notions and tentative relationships grew throughout the initial stage of the study and continued to grow throughout the duration of the study. Personal biases surfaced, providing an opportunity to acknowledge them and to begin to deal with them (Clandinin, 1986).

Participating and Observing

As an investigator seeking to understand the nature of a lived experience itself, it was vital that I exist "in the midst of the world of living relations and shared experiences" (van Manen, 1984, p. 3), wherein I had the opportunity to "see things firsthand and to use his or her [my] knowledge and expertise in interpreting what is [was] observed" (Merriam, 1988, p. 88). Living within the problematic arena as a participant-observer, I had unusual opportunities for collecting case study data, as the role of participant-observer allowed me to "perceive reality from the viewpoint of someone `inside' the case study rather that external to it, . . . producing an `accurate' portrayal of the phenomenon" (Yin, 1984, p. 87). I had the privilege of truly sharing in the lived experiences of the teacher and uncovering subtleties that may otherwise have remained hidden. The role of participant-observer afforded an effective avenue to come to understand the teacher's life-world and her perspective of curriculum implementation.

Although the ambiguity of participant observation was an initial source of anxiety (Merriam, 1988), Agar (1980, p. 129) was correct when he stated that, "how much, with whom and how you participate tend to work out as the research develops focus." The particulars of my study provided guidelines as to how I should participate and how much participation was the right amount, but slowly and gradually my role became more clearly defined (Craig, 1984), even though it tended to change from time to time (Merriam, 1988). As Spradley (1980) and Patton (1980) contend, it was a challenge to maintain a balance between being an insider and an outsider, between participant and observer. This simultaneous existence allowed me to feel some of the same emotions as my key participant and yet, at the same time, view the situation more objectively. It enabled me to become capable of understanding her world as an insider while at the same time, describing it and interpreting for outsiders (Patton, 1980). Much of the time I observed passively from the sidelines, while at other times I engaged in open conversation with the teacher and students. As a passive participant I had an ideal vantage point to observe and infer a great deal--an opportune time to record detailed field observations--a chance to notice "things that had become routine to the participants themselves" (Merriam, 1988, p. 88). As an active participant, blending naturally into the setting dressed in a sweat suit, I had excellent opportunities to contact and dialogue with the teacher (and students)--an opportune time to experience my collaborator's real world. Students were made aware that I was as much a non-teacher as a non-pupil (Hawke, 1980), since the way in which they perceived me may have influenced the way in which they related to me. I was introduced to students as a researcher from the university, with a brief explanation of my presence and intent. It was stressed that as a participant-observer I was not interested in evaluating either the teacher or the students.

Spradley (1980, p. 54) distinguishes the participant-observer from the ordinary participant as one who comes to the situation with two purposes rather than only one: "(1) to engage in activities appropriate to the situation, and (2) to observe the activities, people, and physical aspects of the situation." I always remembered that my primary purpose was to collect data. While I was participating, I was "trying to stay sufficiently detached to observe and analyze" (Merriam, 1988, p. 94), that is, gather information (Merriam, 1988). Overt participation and getting actively involved could lead to the loss of my original intentions (Spradley, 1980), however, that possibility did not inhibit the necessity of hanging about and socializing with life-world participants, particularly my key participant, in establishing good rapport. My participation never took so much time or attention that I was unable to take notes or raise questions from different perspectives (Yin, 1984; Agar, 1980).

In the process of getting closer to the teacher and the phenomenon under study, I could not help but affect and be affected by the environment and the emerging interdependent relationship between the teacher and myself, as participant-observer. Our biases would affect how data was being seen, recorded, and interpreted (Merriam, 1988). Even though our interaction may lead to some distortion of her real world, and that we would both experience change as a result of it, I realized that it was this interdependence that "gives naturalistic inquiry its perspective" (Patton, 1980, p. 192). Thus I was continuously trying to "be sensitive to the effects one might be having on the situation and accounting for those effects" (Merriam, 1988, p. 96).

Guba and Lincoln (1981, p. 213) believe that,

> In situations where motives, attitudes, beliefs, and values direct much, if not most human activity, the most sophisticated instrumentation we possess is still the careful observer--the human being who can watch, see, listen . . . question, probe, and finally analyze and organize his direct experience.

As participant-observer I was the human instrument, hopefully, "capable of understanding the complexity of human interaction encountered in even the shortest of observations" (Merriam, 1988, p. 103). Moreover, when combined with interviewing, journal writing and document analysis, first hand observation allowed "for a holistic interpretation of the phenomenon being investigated" (Merriam, 1988, p. 102).

Observing and Recording Field Notes

Living within the real world of the teacher as a participant-observer made me consciously aware of many trivial details that I would have normally tended to tune out when observing a situation. Non-verbal communication of the teacher, for example, was as important as the verbal communications between teacher, students, colleagues and parents. I made inferences about what the teacher was thinking and feeling by observing her behavior and studying artifacts and their use, as well as by listening carefully to what she said, since her tacit knowledge may not have become evident through speech alone (Spradley, 1980). These inferences became part of my field notes and complemented the descriptive comments about the happening.

During the observation session, I recorded in as much detail as possible immediately at the site. I was aware that the more complete the recording, the easier it would be to analyze the data (Merriam, 1988). Immediate description and explanation usually provided a vivid, detailed picture rather than one that was distorted or incomplete. As soon as possible after each session, I expanded upon the condensed version through further recall and reflection. I attempted to devise my "own technique for remembering and recording the specifics of an observation" (Merriam, 1988, p. 97) and soon discovered that the on-site recording was only half the work. The actual writing of notes often took as long or longer than did the observation (Merriam, 1988, p. 98), as I included: "a) verbal descriptions of the setting, the people, the activities; b) direct quotations or at least the substance of what people said, and c)observer's comments--feelings, reactions...." Keeping a detailed record of both objective observations and subjective feelings increased my introspectiveness to fully understand the experience (Spradley, 1980).

To maintain strict separation "between the concrete language of description and the more abstract language of generalization" (Spradley, 1980, p. 69), I used explicit facts and detail rather than generalized descriptions. It was important that my recorded data be deemed reliable, that a match existed between what actually occurred and what I recorded. I did not intend that my study replicate another, but would question if another similar case study yielded a contradictory data base. I was concerned with the accuracy and comprehensiveness of my data rather than "the literal consistency across different observations" (Bogdan & Biklen, 1982, p. 44). Whenever possible, therefore, I recorded conversation, verbatim, rather than rephrasing it in my own words.

If events and activities occurred over and over again, I avoided skipping over them as something I had already seen, and sought to describe them again, with greater insight and meaning. Only then did I see the complexity of a seemingly simple situation (Spradley, 1980). The quality of my observations and field notes, and hence, my study, were enhanced if I avoided sensing that "not much was going on."

To investigate a particular idea further, I planned for a selective observation (Spradley, 1980). Select observations provided an opportunity, for example, to gain greater insight about an emerging theme, to confirm or validate an account or interpretation, to examine for contrast or to investigate a specific question.

Time Period

The extensive nine month study period afforded an opportunity for me to view the teacher over the most active part of the school year. It allowed me to engage in her life experiences as a physical educator, from the beginning of the school term in September, and during the official inception of the physical education curriculum in January 1988, and its implementation throughout a semester. I was able to observe a variety of indoor and outdoor activity units, from start to finish. Denzin (1978) suggested that understanding a social phenomenon required its examination under a variety of conditions. His belief that data triangulation should include time and space factors, encouraged me to observe my participant at different times of the day and year, and in different settings. The time frame allowed me to be a part of several athletic seasons as well, which provided insight into my subject's role as both teacher and coach.

Merriam (1988, p. 91) explains that,

> Each participant observation experience has its own rhythm and flow. The duration of a single observation or the total amount of time spent collecting data is in this way a function of the problem being investigated. There is no ideal amount of time to spend observing nor is there one preferred pattern of observation.

Visits to the school site varied from one hour interviews to entire school days. There were times when I simply popped in to say hello and to see what was happening, yet typically, three or four days a week, I became immersed in the teacher's lived world for the duration of her entire day. Participating in her day usually involved attending most daily class sessions from 9:15 a.m. to 3:00 p.m., noon hour intramurals, and an interschool volleyball game until 6:30 p.m. once a week.

Analyzing Documents

To increase my understanding of the world within which my participant dwelled, I examined relevant documents as an additional source of information. Documents, such as the school student handbook and the physical education student handbook, provided insight into the philosophical roots and organizational structures which guided the everyday experiences of the teacher. Personal letters between the teacher and parents or students as well as professional communication with colleagues and the physical education district consultant provided greater insight. Knowledge of the new physical education curriculum also assisted me in the analysis and interpretation of the data that I collected.

Conversing and Interviewing

"In qualitative case studies, interviewing is a major source of qualitative data needed for understanding the phenomenon under study" (Merriam, 1988, p. 86). Yin (1984, p. 84) claims that interviewing is "an essential source of case study evidence, because most case studies are about human affairs." It is the best way--and perhaps the only way--to find out "what is in and on someone else's mind" (Patton, 1980, p. 196). Interviewing allows the researcher to "enter into the other person's perspective" (Patton, 1980, p. 196) and it is this personal perspective that is sought in qualitative case study research (Merriam, 1988).

I took every opportunity to engage my key participant in both informal and formal interviews (Spradley, 1980), employing varying degrees of structure (Merriam, 1988). We captured every available moment to engage in open conversation as well as those appointed times, when prior thought about questions provided the structure of the inquiry. Walking back and forth to the playing fields between classes, for example, provided an ideal opportunity for uninterrupted conversation. In the thirty-seven structured interview situations, as well as the informal situations, I was careful to remain open and naive to allow my participant an opportunity to provide fresh commentary (Yin, 1984).

Typical of qualitative case studies are interviews of less structure and some open-endedness (Merriam, 1988). The semi-structured interviews enabled me to prepare, ahead of time, a list of questions or issues to guide my exploration, without adhering to the exact wording or the order of the questions. These types of interviews allowed me to "respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam, 1988, p. 74), whereas the flexibility of the unstructured interview allowed for "fresh insights and new information to emerge" (p. 74). As there was ample opportunity within these two structures to "probe for clarification and ask questions appropriate to the respondent's knowledge, involvement, and status" (Merriam, 1988, p. 86), interviewing "fares well when compared to other data collection techniques in terms of the validity of the information obtained" (p. 86).

Regardless of the structure of the inquiries, I modeled my interviews "after a conversation between two trusting parties rather than on a formal question-and-answer session between a researcher and a respondent" (Bogdan & Biklen, 1982, p. 43). It was critical to authenticity that open, face-to-face dialogue became second nature to us in an effort to search for meaning in the teacher's life-world. Since I was asking for facts as well as opinions about events and happenings, the teacher was considered to be an "informant" (Yin, 1984). I tried to remember that I was the expert in asking questions and that the teacher was the expert as far as answers were concerned. Therefore, I "assumed neutrality with regard to the content of what is [was] being said" (Merriam, 1988, p. 79). I was a sympathetic listener who gave my respondent a chance to clarify her own thoughts and feelings. In order to minimize distortion, I took a stance, as a skilled interviewer, that was "nonjudgmental, sensitive and respectful" (Merriam, 1980, p. 76), as I was conscious of the complex interviewer/respondent interaction that occurs. As Merriam (1988, p. 76) states, "both parties bring biases, predispositions, and attitudes that color the interaction and the data elicited."

"Interviews should always be considered verbal reports only, subject to problems of bias, poor recall and inaccurate articulation" (Yin, 1984, p. 85). To negate some of these problems, an audio-tape recorder was used to record as much data as possible. "The tape recorder provides a more complete, concrete, and detailed record than field notes, though non-verbal aspects and features of the physical surroundings are omitted" (Hammersley, 1983, p. 162). Since memory is an inadequate basis for analysis, audio recordings, supplemented with data from other sources, captured the true spirit of a situation through an accurate rendition.

I reinforced to the teacher, her colleagues and students that audio-recording was "simply to aid note taking and that confidentiality would be maintained" (Hammersley, 1983, p. 162). The interviewees were then most willing to converse within the presence of a tape recorder. I was skilled in operating the mechanical device and created as little distraction as possible by keeping it out of direct sight lines and continuing to listen attentively throughout an interview. "Most researchers find that after some initial wariness respondents tend to forget that they are being taped" (Merriam, 1988, p. 81).

The audio-taped conversations were transcribed by myself and made available for examination to my participant. The transcriptions also included initial interpretations on my part, which may have initiated teacher reactions and questions. This collaborative effort to reflect on our own and each other's thoughts and actions renewed our understanding as we attempted to situationally understand and interpret her experiences (Aoki, 1984c; Carson, 1985; van Manen, 1984). The reflexive activity enhanced continuous dialogue and provided a basis for further inquiry as well as validating recorded accounts. Transcribed conversations, acted upon by both myself and my participant greatly assisted us in the struggle to come to a shared meaning of the teacher's experiences.

Journal Writing

As a qualitative case study researcher, I employed the integrated format of recording observations which included both the narrative account of the observation and my comments (Merriam, 1980). I included feelings, reactions, hunches, and initial interpretations in the margins and in the running narrative, and labelled my comments with a capital "J" to signal later expansion (Merriam, 1980).

To complement my daily field notes, I also kept a separate journal, like an anthropologist, to record the personal side of my experiences (Spradley, 1980), that is, to expand on my introspection through the expression of my feelings, reactions and ideas. As I perceived the journal as being a valuable instrument of discovery, integration and connection-making in my study (Craig, 1984), I structured my journal writing upon the Intensive Journal method proposed by Progoff (1975). Various sections were intended for daily

> entries using re-reading, reflection, and re-active writing, writing on one's past, present and future, recognizing steppingstone [stepping-stone] events in one's life, and dialoguing with events, people, one's body and work . . . underlying the entire journal approach is the idea that to write about thoughts, feelings or events is to concretize or capture the experience and thus to be able to move forward or beyond that experience (Peterat, 1983, p. 13).

The journal entries brought to conscious awareness my personal feelings and biases, and months later, became an important source of data as I attempted to understand their influence on the research.

I also encouraged my key participant to maintain a personal journal on a periodic basis. This periodic exercise forced her to concretize her thoughts and feelings. Actively writing down her experiences made her consciously aware of her values, beliefs and decision-making processes and how they influenced her teaching. She became more sensitive to factors that affected her work and interactions with others (Bogdan & Biklen, 1982). Her journal writing truly became an act of making conscious the unconscious (Aoki, 1984a).

Reflecting upon her experiences and critically analyzing their impact upon her life-world allowed the teacher to come to know herself and assisted us both in coming to a shared understanding of her world. Her descriptions and reflections provided a vital source of emergent themes as I continued to search for meaning in her life. Disclosure of her own unconsciously held assumptions and intentions that underlie her interpretation of the curriculum emerged, and the tacitly held assumptions and intentions of the authors of the curriculum came into view. Reflectivity allowed the teacher to uncover "the hidden `true interests' embedded in some given humanly live situation" (Aoki, 1984a, p. 15).

Making Sense of the Data

From the beginning stages of my study, I was involved in the process of interpreting data as I collected it, and did not wait until the conclusion of the study to do so (Bogdan & Biklen, 1982; Craig, 1984; Merriam, 1988). Throughout the entire duration of the study, I was engaged in an ongoing act of interpretation as meaning was gradually uncovered. While collecting data from a variety of sources, I continuously reviewed it, searching for key issues, similarities, differences, recurring ideas and relationships in an attempt to capture the authentic nature of the teacher's lived experience.

To facilitate the integrated and reflexive process of collecting, reviewing and interpreting data, it was important to devise a particular scheme or system to follow (Bogdan & Biklen, 1982). Initially I needed to get a sense of the totality of the data collected, and then as I continued to re-read and re-search through the data, I circled key words and phrases, underlined particularly important ideas and sections, and noted words and phrases in the margins to represent major topics and patterns. These techniques helped the emerging themes to come into full view and assisted me in grouping recurring ideas. Due to the complex, everchanging nature of the phenomenon under study, ideas that represented new or different relationships were exposed as requiring further investigation. As I reviewed my data, I then assigned a number to each theme that I had uncovered and identified, realizing full well that continuous revision would be necessary. The numerical coding system was simply a practical representation of a theme and was not intended to take the "life" out of the experience. I did not think of the themes as categorical statements or conceptual formulations because "after all, it is lived experience that we are attempting to describe and lived experience cannot be captured in conceptual abstraction" (van Manen, 1984, p. 20).

I attempted to reduce the number of themes as I continued to collect and analyze the data. Many units of information had more than one number assigned so it was necessary to xerox copies of that data to facilitate further groupings and analysis. Bogdan and Biklen's (1982) suggestion to use coloured ink to differentiate between the different types of data source was also employed. I gathered all the data related to each particular theme by cutting up the written forms and placing them in folders labeled with the appropriate number code and the corresponding words to denote the theme. In this way, some data were regrouped and reassigned as new themes emerged.

While still actively involved in the gathering and sorting of information, Bogdan and Biklen (1982) recommend "speculating" rather than putting off thinking until all the data is in. "... there is no substitute for actually writing" offers Merriam (1988, p. 191-192). The gathering of facts and details was important because my ideas had to be grounded in the data, but the details were "a means to clear thinking and to generating ideas, not the end" (Bogdan & Biklen, 1982, p. 154). "The idea is to stimulate critical thinking about what you [I] see and become more than a recording machine" (Bogdan & Biklen, 1982, p. 149). Throughout the duration of the study I therefore attempted to regularly write a summary of what I thought was emerging (Spradley, 1980; Bogdan & Biklen, 1982). Condensing the information to bare essentials required that I continuously rewrite while reflecting upon theoretical, methodological and substantive issues. "It is the combination of thinking while writing that leads to new ideas or revising ..." (Merriam, 1988, p. 192).

As I continued to think critically and reflect in an ongoing attempt to make sense of the data that I was collecting, I was sharing interpretations with the teacher through verbal and written dialogue. This sharing served to assist me in coming to understand the data, provided clues about the emergence of themes, motivated further inquiry and validated my interpretations. It provided opportunities for me to "try out" my thoughts on the teacher.

Exploring related literature triggered the speculation of a preliminary interpretation of a theme (Clandinin, 1986), however, theoretical readings merely provided me with stimulation and did not replace my thinking (Bogdan & Biklen, 1982).

Speaking with my friends, family and colleagues was also beneficial in making sense of the data that I was collecting. Their perceptions and questions lead to alternative ways of interpreting ideas (Clandinin, 1986), and helped sustain my enthusiasm for the revelatory nature of discovery.

Writing and Rewriting

As translator and interpreter of information, through the framework of my own accumulated experience and knowledge, I have attempted to make sense of the teacher's experience and communicate that meaning in a final presentation to my readers (Werner & Rothe, 1979; Spradley, 1980). A continuous consciousness of the perceived audience, interested individuals, educators and researchers (Merriam, 1988), has guided my endeavor to "illuminate the inner dynamics of situations--dynamics that are often invisible to the outsider" from the teacher's perspective (Bogdan & Biklen, 1982, p. 30). This has meant communicating through the specifics particular to this teacher's experience and not merely talking in generalities, for as Spradley (1980, p. 168) indicates, "generalities are best communicated through particulars." I have intended to uncover the richness of the life-world of the physical education teacher while implementing a new curriculum, yet at the same time make the reader realize how much more there is to know (Spradley, 1980).

"Since there are no guidelines on how to achieve the right balance between the particular and the general, between description and analysis" (Merriam, 1988, p. 201), as a case study researcher I had to learn "how to balance the two through trial and error" (p. 201). I tried to integrate concrete description and commentary, so that there would be an appropriate balance between details and generalities, concreteness and abstractness. It was important that there was sufficient detail to show that my conclusions made sense (Eisner, 1981; Merriam, 1988). Particular description included quotes from participants interviewed, from field notes and journal entries, and from "narrative vignettes of everyday life" (Merriam, 1988, p. 200), whereas general description pointed to those quotes and vignettes that were typical of the data and linked specifics to create a holistic interpretation. My interpretive commentary related to the details that were salient for me in discovering and interpreting meaning. I intended that these comments would stimulate the retrospective interpretation of my readers (Merriam, 1988).

In an attempt to capture the lived experience of the teacher in a thematic manner my interpretive account of events are woven around the "themes" of lived experience that emerged from the data and my analysis. This reconstruction of experience involved me in yet another interpretive layer, for interpretation occurred at the level of perception of events and again as events were recorded in field notes, (Clandinin, 1986) and again as they were reconstructed in a final thematic composition.

By including verbatim quotations and statements from my key participant and other inhabitants, my description was intended to be "rich in the detail of practice" (Clandinin, 1986, p. 35). I have tried to not merely describe what the teacher knew or did but to explain how she attempted to make sense of the implementation process in which she was actively involved and to provide insight into why she interpreted and translated curriculum the way she did. I have alternated between understanding and explanation as I attempt to bring meaning to the lived world of the teacher. The understanding came through the language of the participant, and the explanation through concepts of related literature and my reflections on what was being said by the teacher.

It is my hope that authentic, face-to-face language has allowed me to communicate the personal nature of the experience: Language which may also be more readily understood by nonresearchers (Merriam, 1988). The language of "moral compassion and sensitive aesthetic imagination" (Schubert, 1986, p. 180), was needed to illuminate the humanness of the lived experience, whereas the prevailing language of the received view would not have enabled me to make sense of the teacher's world (Agar, 1986). "Nothing in a received view of language directly represents the human relationships or the sensitive face-to-face understanding" (Agar, 1986, p. 57),that is inherent in lived experience. Every day language has the potential to allow me to describe and explain the world as those in the world interpret it.

CHAPTER III

MY KEY PARTICIPANT: WHO IS SHE?

On Becoming a Physical Education Teacher

Childhood and Youth. Lea grew up in a city, midst a physically active family of eight children. An athletically-oriented father encouraged his sons and daughters to participate in a wide variety of physical activities throughout their childhood and adolescence. Still today, the grown-up, extended family spends the occasional active week-end away in the mountains, engaged in such activities as downhill and cross-country skiing, swimming and biking.

As far back as Lea can remember, she always enjoyed "playing with the boys" and was "a real tomboy when I [she] was young." She preferred to spend her leisure time playing baseball and basketball for example, rather than going shopping at the mall, and always signed up for community league lessons in various sports. She recalls her disbelief and surprise when she first began teaching physical education and discovered that "not everyone knew how to swim and skate."

Lea "always loved phys-ed" in school and "took phys-ed all through high school" even when it was no longer compulsory. As she told me, "I was involved in sports at an early age. I guess that's why I eventually went into [physical] education."

A particular teacher or coach in her past does not appear to have directly influenced Lea's decision to become a physical education teacher. She recalled "having had several good teachers" throughout her school days, as well as many who "were not so good." However, the admirable qualities and behaviours of a high school mathematics teacher seemed to help shape her beliefs about teaching and learning. He was a super teacher who "really motivated" her to do well. He treated "every one of us as a special, unique individual with unlimited potential." According to Lea, his confidence in her "inspired me to do really well in a subject that I considered not to be my best." Other teachers made their subjects "boring" and "didn't motivate you to try hard," and many of them "made you feel dumb too, so no one would want to answer a question in class or get involved."

Although a much better than average student, Lea thought that there were "more important things to do than study." She enjoyed helping less fortunate people and spent much of her free time as a volunteer at the Glenrose Hospital and Y.W.C.A. Easter Seal camps for youth.

Summer Employment. As Lea puts it, "every job I ever did was involved with parks and recreation, teaching classes or organizing programs." "I must have enjoyed those types of jobs." "I've worked with children all my life--recreation, phys-ed, swimming." "I've taught all kinds of courses that are offered by parks and recreation--athletic classes, sports, arts and crafts."

Lea began her career as a recreational leader in grade 11, when she "started working with kids, during the holidays and working at day camps for parks and recreation." After completing grade 12, she became a playground leader for the summer months. She thought "it would be an exciting job" because she "enjoyed being outdoors, working with children, and doing things likes games and crafts." According to Lea, "it would be a flexible job too" allowing her to work only evenings during the month of June, and to work only three of the four summer months once she became a full time university student. Her initial job as a playground leader led to other positions in the city's Department of Parks and Recreation. She became assistant to the district recreation coordinator, "taking over the full time coordinator's responsibilities during the summer months," and later became a "highly paid maintenance worker." While a full time university student, she also worked part time throughout the academic term, teaching "sports and crafts programs in the evenings."

While attempting to understand the reasons for Lea's enjoyment of her recreational leadership roles in parks and recreation, I discovered that what she enjoyed most was the supervisory role where she had the opportunity to "hire playground leaders, supervise them and do inservices with them." "For me, it was interesting. I enjoyed working with the playground leaders and it still allowed me to keep contact with the kids, and it gave me a leadership role."

Looking back upon this time in her life, Lea recalls that the term curriculum had little or no meaning for her. "Although I can't really remember" she said, "I think the way I viewed it [curriculum] back then is very different than the way I view it now. I was having fun doing my job and that's all it was." "I was just interested in fulfilling my responsibilities and doing a good job." As she still ponders the meaning of curriculum for herself, she continues to reveal that "if the interaction between the playground leader and the children could be considered curriculum, then . . . Those thoughts are going through my mind right now, but I'm sure that I didn't think in those terms at all when I was working as a playground leader." Lea thinks that she simply tried to plan a variety of fun activities in which the children could participate.

Lea recalls that "as playground leaders, we made up plans, almost like lesson plans, for a week. We would give a copy to our supervisor." But she said that she "thinks" her objectives were quite different than in a formal educational setting. "We were going to provide these activities for anyone that dropped in and was interested." "The kids were there basically to have fun." Lea saw her present role as a high school teacher,

> as an educator, being much more professional. As a teacher you have different expectations--you have outcomes, whereas on the playgrounds if the children were smiling and having a good time, you were

> successful. When teaching, you expect to see development of the student. You have specific objectives that each student was going to accomplish this and that. I don't look at Physical Education as being recreational.

Lea's role in curriculum as a playground supervisor for two years was more involved as she "played a part in creating the program or curriculum." "Once a week, every Friday morning, we provided inservices for the playground leaders. We suggested activities and ideas about how we might do them on the playground." Then as a supervisor, she would visit different parks throughout the week to see the leaders and children in action.

University Career. When Lea decided that she wanted to further her education and attend university, she "never even thought about being a teacher. I had no interest in teaching." Yet, as she now reflects upon those early years of employment she realizes that she has "worked a lot in the areas of teaching." Thus, she began her university career by entering a Faculty of Physical Education and Recreation, in a Department of Recreation and Administration. She had enjoyed her employment experiences with the city parks and recreation department and decided that a Recreation degree would be an appropriate basis for pursuing a yet undetermined career in the field. However, her experiences as a recreation student were not entirely positive as she soon learned that there were limited career opportunities in the field. Lea explained her disappointment by saying that,

> During my courses in first year they [professors] kept saying, in the future these particular types of jobs

> may be available. This made me wonder, so then what can we actually do once we've completed our education, our degree?

She continued to explain her disenchantment,

> I think one of the jobs mentioned was a district recreation director and I had already worked with these people. So I sort of questioned if I really wanted to do that--was that the type of job that I wanted to do? [More importantly], I did not want to go four years to university and then discover that there were no jobs available.

After completing her first year in Recreation, Lea, puzzled and somewhat disillusioned, decided to seek the advice of a counselor. She discussed her genuine interests and preferences with a pleasant recreation professor who expertly outlined some career alternatives. Since Lea "had an interest in people and in teaching" she decided to "switch over into Education." She recalls that she was "interested in community school programs . . . possibly getting into a community school setting and working in the recreation part as well as the teaching aspect." But at the time, "the concept of community schools was a new concept" that had not yet evolved to what we know it as today. And as the counselor pointed out, "the only way to be teaching in an Alberta school was to have a teaching certificate." The counselor "encouraged me to go into Education if I was interested in being in the role of teacher with students," and "'cause it's something I've always enjoyed doing thus far." So Lea entered a Faculty of Education to become a secondary school physical education teacher.

Deciding to Enter the Teaching Profession. Once she completed her Bachelor of Education degree, Lea decided that she would rather travel through Europe for a year than immediately embark on a teaching career. She had

> always wanted to go to Europe. [So during her last year of university she] worked with parks and rec as a playground maintenance person--the pay was quite good and I was living at home. I worked for five months and then I went to Europe for six . . . and when I came back I thought I would work for five or six months and then go to Australia. It was my parents who thought that I should apply for a teaching job. So I applied to the city's public system and I told my parents if I didn't get a job with them I was going to travel--thinking that I would never get a job.

Well, it wasn't long before Lea was offered a full time teaching position at an inner city elementary/junior high school. She accepted a position to teach Social Studies in grades 7 to 9, and Physical Education in grades 5 to 9.

On Being a Teacher

First Teaching Position: An "Eye-Opener". Lea found teaching in the inner city environment "quite stressful." "The discipline problems weren't that bad . . . actually there were a lot of good students, but then you have the problems of students with a grade 3 reading level in a grade 8 class. We had a wide range of students . . . with a lot of different problems." The biggest problem was "just trying to keep the students in school. They'd be gone for a week or two and then they'd be back in class or they'd be in a day home because they'd been stealing."

> I felt like I was a social worker! I felt like I was dealing with their problems first and teaching came second. . . . I didn't feel like I was really teaching 'cause all I did was deal with

> problems. Especially with the elementary students. Some of them would come to school--they hadn't eaten; they were filthy; they hadn't had a change of clothes for weeks; their parents weren't home; they had been staying with relatives. There was one little girl and boy, she was in grade two and he was in grade four. They were left by themselves overnight. She smelled, but the reason why, was because they slept together, and she would pee the bed. They would come to school in the same clothes they slept in. This little girl was the cutest thing and every morning when she came to school, they would put her into clean clothes. They asked the community for clothes, so there was always something clean for the kids. They'd have to bathe her, brush her hair, feed them breakfast, and this was all before they had to start teaching!

Lea recalls how her experiences in this particular school made her conscious of a life-world of which she was totally unaware. She had not experienced anything like it herself, and she "never even had friends in that situation"! "So it was really an eye opener for me. It was interesting that the guy who is teaching there now grew up in the same neighbourhood, the area that we lived in , was so `typical' we thought. And then all of a sudden you get out into the working world and you realize . . . "!

Despite Lea's startling awakening to the real world of teaching, as a first year teacher she was idealistic in her attempts to present a well balanced physical education program. She felt fortunate to have the guidance of an experienced male physical education teacher who had already established a set program that she was to follow. She "never saw a guide" but at the time, never really gave it a second thought. She felt that "he had a really good program. It included everything from . . . almost everything that I teach now. We did swimming and skating. I'd take them outside to a nearby public rink. We did team handball--social dance." So Lea "basically followed this schedule for the year" and "after that we sat down together to plan our next year's program. I started adding other things like jazz dance for the girls." Lea perceived herself as offering a good curricular program as she included a wide variety of appropriate activities.

As a first year teacher, Lea experienced feelings of security, confidence and appropriateness by "following the plans of an experienced teacher." Yet she does not know how she would have reacted if she had perceived his program as inappropriate and unsuccessful. She was appreciative of his guidance and knowledge considering the influence of the external factors affecting the existence and performance of a first year teacher in this inner city situation. At times she felt more occupied "with coping with other things." Lea said that "no one paid much attention to what we did. We just planned together. We decided what to teach. I think some of those ideas came from student teaching and a little from what I did when I was in high school." She remembers attending meetings and inservices for Health and Social Studies, but there were no similar experiences for learning more about the planning and teaching of Physical Education.

After three years of teaching at the inner city school, Lea decided to take a leave of absence from teaching. She "didn't know if I [she] wanted to continue to teach." She had experienced a "perfect situation" during her student teaching at her own former high school. Then she had gone out to her first "real teaching job" and discovered that "it was different." She knew that she "didn't want to give up her position as a teacher" but she "didn't know what she wanted to do." She needed time and space to "make some personal decisions at the time" and so decided to take a one year leave from teaching.

One Year Break. Lea's initial teaching experience had left her exhausted and uncertain. She was questioning her beliefs, values and goals in life. She was doubting her aptitude and interest for teaching. All her friends were "out in the work world. I guess I was too, but I found that it was different. They were more in a business world and it seemed to be a lot more flexible--better hours. They would go to work, do their job and then they would come home."

> My roommates would always ask, Why are you doing that? Why . . . ? They questioned why I wanted to be a teacher, too. They were wondering why I wanted to do this, because on week-ends I would be coaching at tournaments and at night I would be coaching. My first year I was teaching Health and Social in grades 7, 8, and 9, as well as Physical Education. So there's lots of prep. And I spent a lot of time working at night and week-ends. They just couldn't understand why I put up with it. And all the frustrations of the job as well. Working with the students in the inner city. It was interesting how they didn't understand and they . . . really questioned why I would want to do a job like that.

Continuous remarks and queries from her friends, heightened Lea's feelings of uncertainty about her quality of life and her chosen profession. She had "spent a lot of time working" during her three years of teaching. "All I did was work! Maybe that's why, after three years, I decided to take a leave."

To experience a change of lifestyle and environment, she moved to another large city in the province. Over the next several months, she tried a variety of jobs. She worked as a stock broker for awhile and then did some "subbing" for the Separate school board. She really enjoyed her experiences as a substitute teacher. "I kept on going back to the same schools, getting to know the staff and students. . . . I kept seeing different teaching situations in elementary and junior high and in high school. And I really liked it. And I thought, this is really what teaching is about."

Then Lea worked as the Assistant Manager at a recreation and fitness club. She "did a lot of the books and the administration, and taught aerobics class. The only thing I really enjoyed--most enjoyed--was teaching the aerobics. The ladies would come in . . . (laughs). It was fun! We had a really good time with it."

Eventually, Lea received a letter from her permanent school board, requesting a decision on her behalf. She was temporarily in a dilemma, wondering whether she should extend her leave, terminate her contract or return to a teaching position. However, the decision did not cause much mental stress. "At that time I decided to come back because . . . in everything I did, I enjoyed teaching."

Teaching Senior High School. Lea fondly recalls her next three years of teaching at a large, city senior high school.

> It was a good staff. I enjoyed it. It was a younger staff. As a staff, we use to get involved in intramurals. There were some other young women on staff, involved in sports, and they were willing to participate. We use to play 3 on 3 basketball and compete against the students. It was really enjoyable, whereas at this [present] school, people are not really interested in doing that sort of thing.

Lea enjoyed the informal interaction with the students and she enjoyed the "minute fitness aspect," as a result of her active participation, but most importantly she enjoyed the communication with staff from other departments in the school. "It was a chance to get to know others." When she arrived at this school,

> a curriculum had already been set up. I was told basically what I should be teaching at each level, but the actual activities I may change, based on students' opinions. The students had log books to give me feedback at the end of each unit. Students really wanted the individual type activities and so that's what we tried to do with them--rather than team sports. [Lea was] given a curriculum developed by the physical education staff. There was one staff member designated as head of curriculum development and he had put together a sequence of personal resources--I guess it was a curriculum of sorts. It included a sequence of what should be taught in grades 10, 11, and 12, so there would be continuity between grade levels. And it had the activities that should be taught, for example, games, gymnastics and dance . . . .

The physical education department, according to Lea, was comprised of a "very innovative staff, always trying new things," and "working together" to develop their program. "One time Ms. Young and I went to a conference in Weston, and when we came back we "actually tried it with our students." As a staff they often shared ideas, "what worked and what didn't" and "new ideas." "We developed a manual of resource materials, lesson plans and unit plans. We all contributed." They would continuously update the materials, adding, deleting and changing the contents. They tried to develop some "consistency among classes of the same grade level and worked at continuity from one grade to the next. We were concerned with scope and sequence of P.E. 10, 20, and 30."

Communication and interaction among the physical education staff was enhanced with the addition of a common work room and lounge for the department. This brought the male and female teaching staff together more frequently on an informal basis. They could "chat after school--especially since phys-ed people are always running."

Lea spent time communicating ideas and motivating students and staff through the use of a gymnasium bulletin board. In this way, she was able to create an interest in the physical education instructional program as well as the interscholastics program. She enjoyed putting up the displays, but it also provided an opportunity for students to express ideas and display artistic talents.

Three years passed quickly and happily, but Lea thought that it was time for a change and some new challenges, so she applied for an opening at another senior high. She recalls her need for change, "my three year itch." She felt that she was well qualified for the physical education teaching position, but experienced some apprehension about applying at the particular school in which this study took place. She expressed her concern,

> I was coming to a school where athletics seemed to be the key and that wasn't how I felt about physical education. I do have a coaching philosophy, but it didn't seem to coincide with what the school was all about. I always felt myself as being more curriculum oriented and here I was going to a school where there were high profile sports." The principal and selection committee were impressed with her qualifications and her expertise and interest in intramurals. Thus, she was hired as a physical education teacher at a senior high school perceived by many other teachers as being "the cream of the crop." I still like to believe that I was being hired as a teacher--that's what was important.

Present Teaching Position. Lea is presently teaching at a very large urban senior high school with a registration of 2400 students. Lea is part of an eight member department, comprised of five male and three female physical education teachers. Three of the males are part-time physical education teachers, as is one female teacher, and the other female teacher is also the department head. A full time aide is responsible to the physical education department, maintaining and monitoring equipment, uniforms and the gymnasium, as well as coaching two interscholastic sports. Several interscholastic teams are maintained, with coaching responsibilities distributed among other teachers in the school and members from the community as well as the physical education staff. Physical education staff are expected to coach at least one major sport as well as fulfill their teaching responsibilities.

This year has been typical of Lea's past three years teaching here, in that she taught all P.E. 10 classes, a full year 5 credit course, except for one P.E. 20 class, first semester. She has "never taught P.E. 30" but would very much "like to." She coached one major seasonal sport and directed the intramural program throughout the entire year.

A Good Teacher? Lea is perceived by her colleagues as a "dedicated professional," as someone "who cares about the students and interested in trying to do what is best for each individual." Her peers perceive that her primary interest is in the "instructional area." They think that she is "committed to implementing the new curriculum" to the best of her abilities and that she is continuously trying to improve her teaching in the classroom. She is "interested and concerned," "well prepared," possesses "good teaching skills," and "does a fine job," according to colleagues.

Although considered to be a "competent" and "satisfactory" coach, Lea's colleagues believe that she is more interested in doing an "excellent job in teaching" rather than "in coaching." Her priority in teaching is shared by her female colleagues and one male teacher. As one male explained, "I think she'd be competent as a coach but I haven't watched her personally. We all have different levels of skills and I don't think that personally, I could coach a National team. Maybe some of Lea's athletes are at a higher level than she is and thus would need a high technical level of coach. Her personality is quiet, unassuming, soft spoken, more of a social coach, maybe not forceful enough." Like her male counterparts Lea, too, believes in trying to be a winning coach, but thinks that their perception of her coaching ability may be based upon a difference in philosophy. She believes, for example, that it is important to play all members of a team in major interscholastic games, whereas many other coaches do not.

Lea's peers believe that she is "cooperative," "friendly," "reasonable and amicable in most instances." If there is a scheduling error or change in the weather demanding alternate plans, she always appears to be flexible and compromising. She is willing to assist in the organization and execution of major tournaments in the school, even though she is not likely involved in the interscholastic sport. Her colleagues appreciate that she is a "good listener," allowing others to express their viewpoints, but also realize that she possesses strong views and opinions, and is not always "quiet." As she, herself, concurs, "I speak up when I feel strongly about something."

Many students feel that "Ms. Logan (Lea) is a good teacher" for a variety of reasons. As one student put it, "Well, last year I hated P.E. I think mostly it was the teacher. But this year I look forward to it." "Me too," chimed in a few others. "Some teachers have favourites, but not Ms. Logan. Some other teachers are easier on some particular people."

"Ms. Logan is better than some other teachers. Our mark is based partly on written tests and not all on physical tests." Students feel that their teacher is quite "fair" in this regard, because they receive some credit for "trying hard." She "looks at a student as an individual." "You get that feeling that you count." "Ms. Logan is very fair and evens out the teams fairly as she can." "We learn to get along with others even if we aren't friends." The students enjoy having a choice in activities and tasks, "at least we get to choose our own partner in things like jazz, or work beside one another." Many "enjoy coming to class" because "we do a lot more things and cover a lot more areas and not just do basics, and that's enjoyable. We are tired of the same old things that we've done all through junior high." It seemed that even all those students who dislike physical education and "wouldn't take it if I didn't have to," had something positive to say about their teacher.

Naturally the students also complained about certain things. "One thing I hate about the P.E. program is that teachers hardly ever do anything. They'll tell you what to do but they never participate. Ms. Logan could play volleyball with us or show us." Many students would like to see the teacher "demonstrate," especially in something like gymnastics."

The students feel that they should have more input, for example, "at the beginning of term she should sit down with all of us as a class and talk about options and vote." "We could be asked what sports we'd like to learn to play." They also think that "it is hard for the teacher to decide on marking, and students could help decide."

Even though Lea has received reinforcement through formal evaluation by the vice principal and the Teacher's Effectiveness Program and satisfaction through the response of her students, she still wonders "if I'm a good teacher. What am I good at? I don't know . . . . I don't feel I work that hard at being a teacher. Sometimes I feel I do, other times I don't. I don't want to be a 24 hour teacher with nothing else in my life. I think, as a teacher, the job is never done and there's always so much more you can do. The line has to be drawn though, in order to survive." "I do enjoy teaching."

Professionally Committed. Lea feels a sense of personal and professional commitment to being involved in organizations and programs to enhance knowledge and skills. She has been involved in a teacher effectiveness program all year. A specially trained teacher periodically visits her class to observe a particular aspect of her teaching. Lea receives immediate feedback from the teacher and then meets at inservices with a larger group of teachers from different subject areas. She has come to thoroughly enjoy the group sessions. She "enjoyed the change and the chance to work with colleagues, getting new ideas. It's refreshing and rejuvenating." The camaraderie and friendship was another inviting factor. After an extensive break over the

Christmas holidays and January final examinations, Lea looked forward "to seeing everyone again."

The exercises at the teacher effectiveness inservices were an inspiration and challenge to Lea. She recalls a particular session when she experienced a sense of accomplishment and pleasure in answering all questions correctly when "in the hot seat." She "felt nervous and very anxious to answer all the questions correctly, as some were quite difficult. Well I got 18/18. I was very pleased and our group tied for first place."

Her interest in the profession extends to other local and provincial professional organizations in which she has played leadership roles. In 1984, Lea became the Health and Physical Education Council Conference Co-chairperson for conference '86. It "involved two years of hard diligent work" and inspiration--a huge conference and a huge success. Since then, Lea has continued to assist in planning and presenting local biannual Health and Physical Education Council workshops. One evening, following a day of teaching from 8:00 a.m. to 3:00 p.m., I accompanied her to a workshop. That evening she did not present a session as she often does, but introduced a speaker. She said that she enjoys the workshops, "participating in the activities" and "enjoying the interaction with the other teachers, people I don't see too often. New ideas, excitement about the program." And as I heard a few experienced teachers attending the workshop say, "It gives me a kick in the pants."

As one of two Alberta Intramural and Recreation Association zone representatives since 1983, Lea has become "more and more involved in Student Leadership." In 1985, she was trained by the Canadian Intramural and Recreation Association, along with twenty other individuals from across Canada, to promote student leadership programs through workshops. For the past three years, Lea has been presenting workshops at conferences and inservices throughout the province. At times, Lea worried about the time she had to be away from her students. "Sometimes everything happened at once." At one point within a few days, she had a workshop to present, a conference to attend, and a teacher effectiveness inservice to attend. "In one week, it seemed like I was hardly here." She was concerned about the quality and continuity of instruction due to her absence, yet at the same time, enjoyed the challenge, responsibilities and contact of her professional involvement.

In 1987, Lea "became the Student Leadership representative to sit on the AIRA [Alberta Intramural and Recreation Association] board and organize leadership workshops" for the province. This spring she again presented workshops to train other individuals to take over the Student Leadership program, but is seriously considering leaving the position of Student Leadership next fall.

Lea feels that another of her professional responsibilities is to write letters of reference for appropriate individuals seeking employment in the educational or recreational field. She "finds them difficult to write--to credit that person for their accomplishments in a short letter is tough," but makes the necessary time to do her best. Occasionally she has attempted to tactfully decline, not wanting to recommend a particular individual. But in the case of a persistent, former student teacher, Lea finally conceded and "left it up to her to decide if she wanted to use it or not."

The completion of an advanced diploma program, in which she is presently enrolled as a part-time student, is another example of Lea's commitment to professional development. She sees it as an opportunity "to retrain in another subject area." She started her program two years ago

> because I knew I didn't want to stay in phys-ed. I'll give myself five more years of teaching phys-ed . . . and then it'll be time to do something else. I'm questioning things a lot this last while. I feel frustrated and tired--I'm not challenged with my classes. I need to look to the future for a change. I know I don't want to stay in physical education forever.

She plans to finish her diploma in sciences and curriculum and move "into the area of biology."

The future of physical education and the full time physical education teacher is uncertain. Recent governmental legislation suggests to Lea that

> fewer phys-ed teachers will be needed. For years, we've been told to build a credit program and now we received a letter telling us about the cutbacks in

> physical education. Ms. Thompson was at a department heads' meeting and she was told by personnel that department heads should be encouraging physical education teachers to look to other areas because not as many would be required for the future. So that would legitimize my going back to school and not coaching next year.

Lea had planned to ask for a "coaching leave" a couple of years ago, but was waiting for the most advantageous time to continue her studies. She is "really looking forward" to next year. "I will take on teaching more classes, no prep for coaching, will continue doing intramurals and take night classes." She is convinced that taking a night class will be less tiring than taking "six weeks of summer school every summer." Lea found that

> the year I did it, I was totally burnt out. I wasn't prepared to go back to school in September because I'd spent six weeks at school, working quite hard. By Christmas I found that I was really stressed. It's also impossible to take a night course while you coach because one night a week you have to be in class, plus all the work that you have to do. And when you're spending all your week-ends coaching, you've got one day out of seven to do the work you know that you are required to do for the course. So I've asked to take that time next year so I can take a night course.

Recently Lea completed an introductory computer course offered through Continuing Education. The course not only "provided a new challenge" but the knowledge and skills she acquired will hopefully enable her "to use a computer for teaching purposes next year; possibly to set up my marks."

As a physical educator interested in the progress of the field, as well as her own development, she welcomes researchers and student teachers into her class. She does not find their presence obtrusive. "I don't mind. I am use to guests in the classroom since at Oxford High we have more visitors, being so close to the university." Since living within Lea's world the past ten months, I also grew accustomed to strangers in our midst. Japanese students visited our class intermittently and a Chinese gymnastics coach came to observe, as well as to assist with the coaching of the interschool team. The teacher from the effectiveness program visited regularly, the vice principal came into evaluate teacher performance and students from the university came to observe. Three university physical education majors were collaborating on a research project investigating Physical Education Academic Learning Time. None of these visitors interrupted or interfered with Lea's and her students' routines and behaviours.

I thought that Lea would tire of me hanging about, shadowing her every move. However, even as time went by, she did not mind my constant presence. There were only a few days when she "felt tired" and she would have "preferred to be on her own." "You might notice I'm not too talkative then. It's not that often that I feel this way. I do enjoy our conversations and during class I don't notice you. It's never an interruption."

I also thought that there would be days when Lea would be wishing that she had not agreed to participate in my study. In June, 1987, when I had first asked her to participate, she "was very interested" in the challenge but was "not too sure what it was all about." She expressed some uncertainty by saying that, "as far as the curriculum itself, I knew little about it except through a few discussions with colleagues involved in the pilot project." However, after seven months of involvement, any traces of apprehension had disappeared and she reassured me of her commitment. She said that, "I can honestly say I have never felt sorry that I agreed to participate." Yet, within the same month, when I asked why she had accepted this responsibility, she laughingly replied, "I don't know"!

Lea welcomes challenge and change into her everyday lived world. It is no wonder that she volunteered to participate in my research project. She has

> always been involved in a project every year, for the last number of years, and this is my project for this year. I thought that it would be a challenge. I guess I look for challenges--for projects--for something to do! She also hoped to use this as credit towards my graduate diploma. I'm keeping a journal and hopefully I can do something with it. I look at this as getting something out of it.

Throughout the duration of the study, Lea's professional attitude frequently surfaced. She was concerned about the quality of the research data and the appropriateness of her role and input. As she frequently put it,

> Am I doing the right thing? I worry that I'm not giving you what you need for your thesis. Often we sit and talk, usually about things not related to teaching and curriculum. I wonder if I am wasting your time. I hope that it all turns out in the end.

She was concerned about the use of the data and the effects that her information may have on her colleagues and her profession. She said that

> I don't feel like an informer and I believe you will not repeat what we discuss, but when it's written into your thesis, an individual that knows you and that I was involved with this would know who we referred to.

However, Lea felt "that since I accepted this, it is my responsibility to answer the questions."

Lea is an individual who would never be critical of a friend or stranger yet she seemed relieved to discover that she had not said

> anything against her colleagues and found it funny to hear what I have said. She does not like to be negative toward others in conversation. I try to state facts without being negative. That is hard to do and at times I sound negative towards that person. Actually reading the material that you have written of things I have said--well, I thought maybe I shouldn't be saying things like that.

Her commitment to "doing the right thing" was also evident in concern over her journal, the usefulness of its contents and the appropriateness of its language. However, as time passed, she felt more comfortable and confident as she noticed a

> change in my [her] writing style. Before I was writing Period 1, 2, my classes and what I did in them basically, but . . . now I've changed that where I've been writing--actually one week was really short, I didn't write every day, I reflected on the week and then I've written day by day--not about each period--about situations and things that have occurred.

Gradually, she became more interpretive, uncovering and releasing intimate thoughts and feelings.

Lea was even willing to try to "dialogue with work" even though I could tell she was not receptive of the idea. She attempted to "talk to work" twice before exclaiming with frustration that she was able to only "think about it" and had problems communicating as if it had "human qualities." Lea perceived problems accepting and using language such as "lived world and authentic communication" and asked "if it was okay that I [she] wrote in her own way"? Periodically I would remind her that it was her world and her story.

Early Adopter. Although "one cannot assume that implementation will occur as a consequence of a decision to adopt an innovation" (Harvey Research Ltd., 1988, p. 16), research evidence suggests that early adopters are more likely to continue to attempt to implement an innovation than are late adopters (Rogers, 1983). Studies reveal characteristics of the ideal type most likely to adopt the innovation early. According to Rogers' (1983) descriptions of adopter categories, Lea would be considered to be an early adopter.

The criterion for adopter categorization is "innovativeness, the degree to which an individual is relatively earlier in adopting new ideas than other members of his [her] social system" (Rogers & Shoemaker, 1971, p. 180), There are no pronounced breaks in the innovativeness continuum between each of the five adopter categories: innovators, early adopters, early majority, late majority, and laggards (Rogers, 1983). Characteristics of adopter categories are summarized according to: socioeconomic status, personality variables and communication behavior (Rogers, 1983).

As Lea was a member of the same social system as her colleagues, the independent variables related to socioeconomic status did not influence her attitude and behavior as an early or late adopter of the new physical education curriculum. Although ten to fifteen years younger than some of her peers, Lea was similarly educated and of similar social status and wealth.

As is characteristic of an early adopter's personality, Lea exhibited a favourable attitude toward change, and was willing to take risks and tread on uncertain ground. Lea was intelligent, rational and capable of dealing with abstractions. Her belief system, although strong and consistent, was open to new ideas. She displayed sensitivity, perception and empathy toward others. Lea was achievement motivated with respect to keeping informed of recent educational developments and committed to determining and implementing what was best for her students.

With respect to communication behaviors, Lea again demonstrated many qualities characteristic of early adopters (Rogers, 1983). Lea was highly interconnected in the physical education professional community, and performed leadership roles within professional organizations. As an active professional, she was exposed to both mass-media and interpersonal communication channels. She was a personal friend, as well as a colleague, of the district's physical education consultant and was, therefore, informed of proposed curriculum implementation strategies. Within the wider system, Lea would be considered to be an opinion leader, yet within her own school she did not exhibit the same leadership qualities. Within her own setting, she sought interpersonal contact and support among peers, much like a late adopter of curriculum change.

CHAPTER IV

THEME ONE: RELATIONSHIPS

With District Support Services

It appeared to Lea that the upper administrative levels of the educational hierarchy were unwilling to accept responsibility for implementation of the new curriculum. Once Alberta Education, assisted by several ad hoc committees, had developed the new curriculum, they were content to pass it on to respective school boards to implement at the district level. There was insufficient two-way communication between Alberta Education, the superintendents, school boards, principals and teachers in relation to implementation of the curriculum. Roles and responsibilities in the implementation process seemed unclear to individuals and groups at both the provincial and district level. Alberta Education may have been aware that "implementation does not occur automatically" (Dow, 1984, p. 31) and that "general acceptance. . . may take from seven to ten years" (Dow, 1984, p. 17), yet they were unwilling to extend their expertise and financial support beyond the curriculum development stage. Lea's local school board also displayed a lack of commitment by limiting financial assistance and human resources. Thus, implementation of the new secondary physical education program within Lea's decentralized school district, was relegated to one central office consultant. The physical education consultant, Ms. Frost, was "responsible for providing advice, assistance and leadership to the schools and district" (Olekshy, 1988, p. 31) with regard to program implementation.

As one of two professional educators from the university, I was involved in an action research project assisting Ms. Frost to better understand her role as physical education consultant, while at the same time, helping her with the district-wide implementation of the new curriculum. As collaborators, we participated in a spiral of "systematic planning, acting, observing and reflecting" (Olekshy, 1988, p. 31). For five months, January, 1987 to May, 1987, my colleague and I assisted Ms. Frost in working with twenty-seven secondary physical education teachers from the district who were participating in a field test of the new curriculum. Through problem solving and decision making at periodic meetings and workshops, Ms. Frost was committed to personally involving these teachers in the implementation process. Working with the teachers was perceived by Ms. Frost, as the beginning of an ongoing process. They were expected to return to their respective schools to provide leadership in implementing the curriculum. Within Lea's school there would be two such leaders.

Ms. Frost said that the best assistance that

> we could provide from central office would be to use the [new curriculum] guide as an occasion for schools to reflect upon their current physical education program offerings and to participate in suggesting their own improvements, which could be done through the field test (Olekshy, 1988, p. 32).

She perceived her role to be a facilitator of opportunities to share. Ms. Frost believed that

> teachers are the experts on all curricular change that is to be implemented in their classrooms and this expertise must be shared with others (Olekshy, 1988, p. 33).

In conversation, she reiterated,

> the teachers need one on one communication. They need time to reflect and there is no time for reflection in schools. They need time to talk and work together.

Ms. Frost believed that the more direct contact individual teachers had with the curriculum and with others, the better the chance of implementation passing beyond the initial awareness phase. She hoped to involve as many junior and senior high teachers as possible in face-to-face communication.

Ms. Frost successfully lobbied to have twenty more city teachers join the original twenty-seven field testers for a two day inservice in the spring of 1987. She convinced physical education services of central office and select school principals to share the cost of providing substitute teachers for the two days. As two of Lea's colleagues were already involved, Lea's school was not invited to participate. However, Lea was invited, along with all other physical education teachers within the district, to attend one of three repeat inservices presented in the fall of 1987.

"The paramount goal for teacher inservice is implementation of the desired change(s)" (Harvey Research

Ltd., 1988, p. 2), yet there is little conclusive research evidence regarding transfer of inservice training to actual use in the classroom (Wade, 1985). "Effectiveness should be measured not only at the level of the teacher-participant, but also at the level of the students with whom teachers interact," claims Wade (1985, p. 48). Presently, studies fail to investigate the effects of the inservice training on the teacher participants in changing student behavior (Joslin, 1980; Joyce & Showers, 1980; Wade, 1985). Even though research results from investigating inservice education "are often speculative, contradictory, and confusing" (Wade, 1985), most experts (Joslin, 1980; Sparks, 1985; Wade, 1985) agree that overall, inservice programs are moderately effective. Beginning teachers, in particular, find that inservice training provides practical help and suggestions for their teaching (Departments of Elementary Education and Educational Psychology, 1987). Crowther (1972, p. 170) also concludes that "teachers respond positively to whatever assistance from change-agent personnel and inservice activities can be made available to them in their efforts to implement educational change." With such encouraging results, Wade (1985) suggests that individuals and groups concerned with inservice training expenses should feel reassured that the expenditure is worthwhile.

> Research has shown that inservice "training can be classified into several levels of impact: awareness; the acquisition of concepts or organized knowledge; the learning of principles and skills; and the ability to

> apply those principles and skills in problem-solving activities" (Joyce and Showers, 1980, p. 380).

Lea thought that, as a professional physical educator, she and her colleagues should attend the curriculum inservice offered September 11, 1987, by the district's consulting services. She hoped that the inservice would consciously increase their awareness of the curriculum, by providing greater knowledge and understanding. Lea hoped that, by sharing this common inservice experience, she and her colleagues would be motivated to pursue discussion about the existing program in their school. Conscious awareness meant to Lea, that she and her colleagues would have a starting point for discussion. Dow (1984) has stressed the importance of appropriate implementation strategies during this initial awareness phase, suggesting that ineffectiveness will result in little or no real use being made of the new curriculum in the classroom.

Rogers (1983) has confirmed that increases in awareness knowledge leads to increases in adoption of the innovation.

> Presumably awareness by about one third of the potential adopters is needed to create the critical mass of peer pressure required to facilitate and accelerate passage through the decision-making sequence (Harvey Research Ltd., 1988, p. 12).

Lea hoped that her colleagues would be receptive to attending the inservice as she anticipated that increased awareness of the curriculum would encourage a more open, positive attitude toward its adoption and gradual implementation. However, only Lea and the department head attended the one day inservice. The other six physical education teachers, including the two previous pilot teachers, chose not to attend. In Lea's view, "things weren't off to a very promising start."

Unlike many other school administrators, Lea's principal was supportive of finding substitute teacher funds for any of his staff that wished to attend the inservice. Lea was not compelled or selected to attend. "I didn't have to go, I chose to go," stated Lea. "I thought the inservice would give me insight into what the curriculum was about and how it was being implemented into the district program. I wanted to become more knowledgeable, even though my program was already planned." Wade (1985, p. 50-51) discovered that,

> Contrary to popular opinion, whether a participant voluntarily chooses to attend inservice training or is required to attend does not make a significant difference in training effect size.

Lea chose to attend this inservice, as she had for many previous professional development opportunities such as the local Health and Physical Education Council drive-in workshops. She found such experiences to be "motivating and enlightening - most of the time."

Lea thought that if the inservice "was held during the school day when everyone wasn't busy with extra-curricular activities," more teachers would attend. Cooper and Jones (1984) supported Lea's belief that inservices are most successful when they are scheduled not to conflict with participants' other activities. Contrarily, Wade (1985), suggested that scheduling the inservice during or outside of school hours does not produce a statistically significant impact on effect size. The availability of release time for the school day did not seem to affect the willingness of Lea's colleagues, or others, to attend the inservice. Only fifteen of the nearly two hundred junior and senior high teachers eligible to participate were in attendance.

There would be a better chance of developing continuity from one grade level to the next, thought Lea, if junior high as well as senior high teachers attended the inservice. Lea "was pleased to see a couple of junior high teachers" at the inservice, but did not have a chance to interact with them. Lea hoped that the teachers would gain insight into each other's student and program expectations at the different grade levels. Research evidence has indicated that inservice training that includes both elementary and secondary school teachers is often more effective than inservicing for either group separately (Sparks, 1985; Wade, 1985).

"One inservice is not enough," complained Lea. She felt that several, periodic inservices, with a particular focus, were needed throughout the school term. A similar request for more inservices was voiced by the teachers investigated by Carson (1984), Decore (1988), and the Departments of Elementary Education and Educational Psychology (1987). These teachers too, were concerned about the number and frequency of inservices offered to sustain an entire school year. The second most significant teacher-perceived need in regard to implementation reported by Dow (1984) was also the inclusion of more workshops and inservices, and opportunities to learn more about the curriculum prior to expected implementation.

According to Wade (1985), the length of inservice training, for example, a few hours to thirty hours, has no effect on the success of the inservice program. Yet Sparks (1985) suggested that the amount and complexity of the new practices being learned dictate the time necessary to devote to inservice training. Her research results indicated that as many as five or more half-day inservices may be necessary for teachers to show significant changes in certain behaviors. She discovered that how the time was distributed was more important than the total amount of time spent inservicing teachers. Lea thought that inservices could be offered throughout the year, to focus on aspects of the curriculum still requiring attention, and to provide opportunities to share experiences with colleagues. Brief periodic inservices, combined with continuous peer feedback and support, were necessary to ensure implementation of the curriculum, offered Lea.

Carson (1984a, p. 130) reported that a consultant, assisting in the implementation of a new social studies curriculum, claimed that

> the best inservices are the ones which allow the meaning of the curriculum to grow through the interpretation of the participants in open dialogue.

The consultant believed that inservices were most successful when the teachers tried to interpret together as they shared experiences with one another. In the same study, an experienced male teacher suggested that such discussions were wasteful and criticized the inservice training for its lack of explicitness of instructions for the teacher. He said, "A good inservice is one which lets the presenter demonstrate his expertise without wasteful discussions" (Carson, 1984a, p. 141).

A good inservice, according to Lea, meant the opportunity to receive detailed instruction from an expert as well as the chance to discuss with her colleagues. For example, she wanted to know specifically how to individualize instruction. At an inservice, she would expect concrete instruction presented through a practical demonstration by a knowledgeable educator, complemented with shared experiences from teachers. Through inservice training, she wanted to feel adequately prepared in appropriate techniques to take back to her students.

Although the inservice that Lea attended did not supply her with all the technique and understanding that she had anticipated, she still described it as being "good." She had an opportunity to receive, as well as give, information. A video presentation provided specific content, and group discussion allowed for personal reflection and shared experiences. Lea described the inservice in the following way:

> The new curriculum was outlined and we watched a video describing the program. Well done video; good to inform administration and staff. Looked at the required dimensions and percentages to be taught. We then worked on our staff, looking at our P.E. schedules for the '87-'88 year. My program covered the dimensions and the percentages required. I wasn't really surprised because I was aware of the dimensions and try to include them all. In the past the one area I might neglect would be dance, depending on the school, the year, me, if I want to do extra work with the music and planning. I was glad to see my program was balanced. It's nice to know you are on the right track.

It appears that "there is no `magical' combination of methods for effective instruction to make inservice training exceptionally good" (Wade, 1985, p. 52). Although several experts suggest that a combination of instructional techniques is more effective than one technique by itself (Cooper & Jones, 1984; Joyce & Showers, 1980; Sparks, 1985; Wade, 1985). Wade (1985) advocates the use of: observation of actual classroom practices, micro teaching, video/audio feedback, and practice. Harvey Research Ltd. (1988, p. 55) suggests that

> instructional formats such as demonstrations, micro-teaching, creative uses of technology and other innovative approaches which utilize all senses are more effective than lectures alone, panels, films and brainstorming.

The afternoon session of the inservice allowed Lea and Ms. Thompson, her department head, to focus upon the physical education program of their own school. Although Wade (1985) suggests that discussion activities among teachers at an inservice is unproductive, Sparks (1985) reports that structured small-group focused problem solving has been shown to be highly effective. She continues to say that at least one survey of teachers' attitudes toward inservice activities reported overwhelming support for sharing ideas and techniques with other teachers. Sparks (1985, p. 58) knows from her experience and research that, through group sharing and problem-solving activities, teachers "learn a great deal that can be taken back to their classrooms and used immediately." Lea appreciated the opportunity to dialogue and personally reflect upon her own situation at the inservice (Carson, 1984a; Decore, 1988; Sparks, 1985), but felt that there was a greater need to continue this reflection with her peers at school.

As a follow-up to the inservice, Lea and Ms. Thompson decided that they should discuss the curriculum at their next formal departmental gathering. Lea believed that, "as a department, we are responsible for implementing curriculum," and was convinced that the innovation warranted meaningful discussion among all staff members. Thus, their next department meeting was designated to discuss the curriculum and other items of importance.

A visiting student teacher had prepared a visual presentation of each teacher's yearly program, indicating the percentage of time spent on each of the seven dimensions or activity areas of the curriculum. The presentation anonymously informed individuals, and the group, of present practices at their school. Some discussion followed, in general terms, but some individuals reacted somewhat defensively of their own unbalanced programs. One male said that he "was not about to start teaching ballet," while another said he "use to do tumbling, but was not going to do gymnastics." These apparent feelings of inadequacy were surprising as all Lea's colleagues were trained as physical education specialists. Decore (1988) found that specialists were more confident and therefore more receptive of change. Crowther (1972, p. 170) also discovered that "teachers with university training in the new social studies were significantly more advanced in adoption of the innovation than were teachers without such courses." Yet Lea's male colleagues expressed insecurity and negative attitudes toward modifying their existing programs. Their emotional conversation about specific activity areas abruptly ended the discussion on curriculum and attention turned to more immediately important matters such as uniforms for the track team.

Lea perceived that her two female colleagues and one male, in particular, had an "interest in curriculum," but felt that the department, as a whole, was not committed to curriculum development and implementation. "They all know the dimensions, but . . . ." Curriculum was listed on the agenda of department meetings throughout the year, but there was never sufficient time to attend to it, even though Lea had suggested specific topics for discussion.

Lea was disappointed that department members were not more interested in setting aside periodic times to discuss relevant curriculum concerns. At her last high school, Lea said that the teachers "met at least four times a year for focused inservices. We tried to improve our curriculum program. I remember one day we all went to the curling rink. We learned how to deliver the rock, sweep, etc." Lea believed in the value of continuous professional development and felt that one of the best ways to continue to learn was to dialogue with her colleagues within, as well as outside, her school both formally and informally in face-to-face communication. Many teachers agree that "there has to be more school-based inservice which encourages collegial communication and reflection on experience" (Departments of Elementary Education and Educational Psychology, 1987, p. 141). The implementation process needs to include "carefully planned, individually targeted growth opportunities provided to help them [teachers] achieve a higher level of use" (Dow, 1984, p. 31).

Sparks (1985) sees the value of providing teachers with opportunities to observe each other in nonthreatening situations and is not convinced that coaching is as ineffective as Wade (1985) suggests. "The effect of a colleague who would be onsite continually to help with implementation, rather than a trained outsider," may be very effective in enhancing instruction suggests Sparks (1985, p. 58). Joyce and Showers (1980) report that coaching by colleagues is most beneficial to teachers, like Lea, attempting to change. "If consistent feedback is provided with classroom practice, a good many [teachers], but not all, will transfer their skills into the teaching situation" (Joyce & Showers, 1980, p. 384).

Lea appears to be a lifelong learner, and wants to continue to assess, reflect upon and refine her teaching practices. Inservice programming can offer varied experiences for professional growth and development. Cooper and Jones (1984) indicate that as an individual matures, self-directed learning becomes increasingly preferred. Wade (1985, p. 54) supports this notion by stating that, "Regardless of who conducts inservice sessions. . . teachers are more likely to benefit when they learn on their own." Even though Lea has continued to study independently throughout her teaching career, she still likes others to share in, and contribute to, her learning experiences, in order that she may continue to make changes in her teaching behavior to benefit her students, as well as herself.

Like many other teachers, Lea was uncertain about effective forms of evaluation (Leithwood, Ross, & Montgemery, 1982). She too, was concerned about the time allocation, frequency, timing and type of testing and was anxious to share concerns and ideas with other colleagues. Lea was in agreement with the experienced researchers Leithwood, Ross and Montgomery (1982, p. 25) who recommended that "greater formality in testing and test development appears to be in order." An ongoing dilemma of Lea's and many other teachers (Department of Elementary Education and Educational Psychology, 1987, p. 87) was "how to assess student's growth and achievements fairly and be able to share this information with parents." Lea did not wish to have greater restrictions placed upon the teacher's freedom to act, and did not want her competency as a teacher to be assessed by student achievement (Carson, 1984a). She did not want external sources arbitrarily defining what she was to do, yet she felt the need for greater consistency and standardization. She was confident that her desire for both security and choice could evolve from defining and interpreting the curriculum with her colleagues, by sharing experiences with one another.

The desire to come to better understand evaluation procedures and strategies, encouraged Lea to become a part of an evaluation committee established by the physical education consultant, Ms. Frost, and a group of interested physical education teachers. Several committees of teachers were formed to investigate and compile resources for particular curricular topics: "fitness, continuity, individualization, activities and evaluation." The three female physical education teachers at Lea's school volunteered to investigate the area of evaluation. They believed that if teachers did not feel confident in evaluating in the new curriculum, it would never stand a chance of being implemented (Carson, 1984a). They decided that "if three of us do it, we wouldn't all have to attend each group meeting. We could bring back the information and communicate with the other two. Then we could put our ideas together and one person could take it to the next meeting." At the time of their decision, Lea anticipated a meeting "at the beginning, before we start and one at the end, and the work being done in-between on our own time." Her intuition proved accurate, but the time line was much longer than expected and extended beyond the end of the school year.

It was difficult to find convenient times for all participating teachers to attend meetings, but most senior high teachers were free Wednesday afternoons after 2:00 p.m., and this meant having to pay for fewer substitute teachers. Lea attended the meetings on January 26, 1988, and June 08, 1988. In the interim, each committee collected, analyzed or organized resources to share with the entire group. As time passed, Lea became concerned that her committee had not extended any effort to approach teachers in the city about their evaluation policies and procedures. Her department head was busy with administrative duties such as two major athletic tournaments during this time. Her other colleague's interests were diverted elsewhere, and Lea too, "had not made it a priority and kept putting it off." Finally, Lea decided that "it was time something was done" and she telephoned several teachers, asking them to return materials to her in the school mail. She was anxious to "find out what other teachers do." According to research done by Leithwood, Ross, and Montgomery (1982), Lea's intention to survey other teachers for advice and information was most appropriate. These researchers have recommended that curriculum decisions regarding evaluation, currently being made exclusively by individual teachers, might be better shared among other colleagues.

Lea believed in the knowledge and understanding of practicing teachers. She suggested that the most insightful and appropriate information could be acquired by surveying the evaluation practices of experienced teachers, and not by having "experts to provide samples of tests" as one committee member had suggested. According to Lea, the experts who had designed the curriculum guide had intentionally provided mere guidelines for evaluation procedures, allowing the classroom teacher to fill in the necessary details. Although she would have liked more prescription from which to choose, Lea still believed that teachers were the experts in knowing the most appropriate and meaningful ways to evaluate the students, and took pride in supporting colleagues' ideas. As she exclaimed aloud at one evaluation committee meeting, "we make teachers out to be idiots"!

With Principal

Beneath the gruff exterior, Lea's principal, Mr. Wiley, was a witty, people-oriented individual. His sturdy, physical stature and hoarse voice did not deter students or staff from approaching him. He had made himself available and open to conversation. One teacher described him as a "people's person--you know, human."

After being in the school for two months and coming to know somewhat of Mr. Wiley as an individual, I thought that his personal and professional qualities and behaviors were indicative of a humanitarian principal. According to Leithwood and Montgomery's (1986) four level categorization of principal effectiveness, I believed that due to Mr. Wiley's focus on interpersonal relationships with students and staff, he could be best identified as a level two humanitarian. A humanitarian's focus was to ensure a harmonious environment. Maintaining happy students and staff and a smooth organization often became an end itself for the humanitarian principal. However, as time passed and I came to know Mr. Wiley better, I believed that his actions were more appropriately representative of the highest level of growth in principal effectiveness, that of the problem solver, whose focus was on the students (Leithwood, 1986). Like Lea, he was ultimately concerned with "doing what is [was] best for students, as whole people" (Leithwood, 1986, p. 74).

Although Mr. Wiley was the principal of an extremely large high school, he made a conscious effort to come to know many of the students. He "aimed at getting to know and work with students as individuals so that students feel cared for" (Leithwood, 1986, p. 74). Mr. Wiley stopped to chat to students in the halls and left his office door open for consultation. One day, when I was in his office chatting, two female students stuck their heads through the open door to say hello and to request permission to defer two first semester final examinations. Mr. Wiley readily handled the request during my presence, and the students departed with a sigh of relief and satisfaction. Although it was impossible for him to know everyone, I feel that he made a genuine effort to do so.

Mr. Wiley attempted to promote a high degree of staff and student involvement in the school, having everyone work as a team to improve the school for students to experience success (Leithwood, 1986). He encouraged an active students' union and attempted to involve students in school-wide decisions where appropriate (Leithwood, 1986).

In light of his extraordinary personal and professional attributes, it was surprising how little direct communication existed among Lea, her colleagues and her principal with respect to implementing the new physical education curriculum. As long as Mr. Wiley's practice of delegating responsibilities to his four vice principals and respective department heads appeared to keep curricular programs running smoothly, the principal did not communicate directly with classroom teachers like Lea. She was left alone, by administration and colleagues, to implement the program.

While research on educational implementation is merely twenty years old, systematic research on what the principal actually does and its relationship to stability and change is less than a decade old (Fullan, 1982). Experts agree that "few educational roles are less clearly defined than that of the principal" (Ross, 1980, p. 219). Some experts argue that "the emphasis of a principal's role should be on educational or instructional leadership," while others argue that "the principal is nothing more than a manager or functionary responsible for working out the detail of schooling for teachers. Several studies of principals' actual behavior suggest that principals do, indeed, spend more time on management tasks than instructional leadership tasks" (Arends, 1982, p. 88-89). According to the investigations of Leithwood and Montgomery (1982, p. 331), "Administrative leadership best describes the dominant actions of the majority of principals."

Harry Wolcott (1973), an anthropologist, discovered that all of a principal's time was occupied with one-to-one person encounters, meetings, and telephone calls. Sarason (1971) reported that most of a principal's time was spent on administrative housekeeping matters and maintaining order, rather than on educational matters.

There is no doubt that the principal has no time for being an educational leader as more and more responsibilities have been added to the role without any being taken away (Fullan, 1982). The principal is being asked to change his/her role and become more active in curricular leadership. Apart from the administrative duties, the principal is being expected to act as a change agent for minor and major curricular changes (Ross, 1982). The principals' energies are likely to be spread thinly across a broad range of curricular issues, the implementation of a new curricular program merely representing one such issue. Considering the formidable obstacles to effective curricular leadership confronting the principal, "it is not surprising that a large portion of principals simply abdicate their curriculum responsibilities and consciously choose to function as passive observers of the curriculum process in schools" (Ross, 1980, p. 228). According to Leithwood et al. (1978) and Fullan (1982), at least one half of all principals are passive observers. Typical principals inevitably reported being "drowned in a sea of administrivia with no time left to attend to program improvement" (Leithwood & Montgomery, 1982, p. 330).

Lea considered the role of her principal, Mr. Wiley, to be an "overseer of the school." Judging by his overt behavior, Lea perceived that his administrative duties were his top priority. Like one-half of the teachers investigated by Berman and McLaughlin (1977), she too believed her principal to be "an administrator." She rationalized his behavior by explaining that he was the principal of a large school, responsible for approximately one hundred teachers and twenty-three hundred students. Since Oxford High functioned within a decentralized school system with school based budgeting, Mr. Wiley had continuous budgetary concerns as well as numerous other administrative responsibilities.

Lea thought that perhaps Mr. Wiley's prior experience as an assistant superintendent within the school district helped to delineate his role. He was very politically and educationally astute. Unlike most of the principals investigated by Sarason (1971), Mr. Wiley had a vast and accurate view of the larger educational system and what it would tolerate, and was also aware of the extent of his own influence within the system. He appeared to be aware of the present and future needs of his students and the community and perceived the importance of his school maintaining a positive, high profile within the system. Mr. Wiley was conscious of the constant pressures of change, receptive of re-examining existing programs and initiating new ones. Confident as a risk-taker, he was supportive of innovative ideas. Mr. Wiley exhibited an image of professional competence to his students and the community, and served as a source of inspiration for many of his teachers (Ross, 1982).

Mr. Wiley certainly appeared to possess the particular leadership characteristics that enable principals to motivate teachers in particular directions (Ross, 1982), yet he did not use his supportive relationship with the teachers to significantly influence their curriculum decisions. Although he was keen on initiating change in the school's program, he placed the responsibility of implementing new curricular programs with the "existing professional competence of teachers" (Leithwood & Montgomery, 1982, p. 322). He relied upon his teachers, as professionals, to continuously work on curriculum. Research evidence suggests that teachers and principals quietly respect one another's professional autonomy (Fullan, 1982; Kimpston, 1985), and that it is typical of the principal to keep a distance from the teacher with respect to curriculum decisions. Mr. Wiley was confident in Lea's capabilities and allowed her freedom and flexibility to teach as she deemed appropriate (Rosenblum & Jastrzab, 1980). If opposition to student and program matters emerged, he was verbally supportive most of the time, commented Lea (Arends, 1982).

Researchers have agreed that the principal's willingness to support change is crucial to the successful implementation of innovations (Arends, 1982), but as Lea pointed out, a willingness is not the same as "active support" on the part of the principal. Lea expressed similar concerns as the teachers in the Rand study (Berman & McLaughlin, 1977) who claimed that the principal's actions and not what he says are the true indicators of whether an innovation is to be taken seriously. Dow (1984) discovered that the most significant teacher-perceived need with regard to curriculum implementation was principal support.

There is an "overwhelming consensus among teachers in the public schools and faculties in institutions of higher education about the importance of administrative support"

(Arends, 1982, p. 79). However, researchers have also indicated that there is no empirical definition or detailed specification about the precise meaning of administrative support (Arends, 1982; Leithwood & Montgomery, 1982). In a review of studies on curriculum implementation, Fullan and Pomfret (1977) concluded that administrative support was critical to the success of most change efforts. The Rand researchers, Berman and McLaughlin (1977) echoed the same theme. From their investigations of federally funded change programs in public schools, the Rand researchers discovered that projects which were successful, almost always had the endorsement and active support of principals.

Some researchers have speculated that administrative support means giving some sort of resource such as service, money, or status (Arends, 1982). For example, the principal could provide additional preparation time for those teachers implementing a new curriculum or remove them from extra-curricular duties during the first year of implementation.

Mr. Wiley was supportive of professional growth and development and did not hesitate to produce the financial assistance required for teachers to attend workshops and inservices. Lea said that she, or any other teacher, "could attend almost any workshop or conference that they wanted to." Her principal would willingly acquire substitute teachers during her absence and cover related financial costs. Lea was always allowed to fulfill her professional commitments of attending meetings and presenting workshops in conjunction with the Alberta and Canadian Intramural and Recreation Associations. If they so wished, Lea and her physical education colleagues could attend the inservice presented on implementing the new curriculum. Mr. Wiley informed his department heads and teachers of appropriate educational conferences and inservices, but did not personally attend any sessions with them. Lea thought that his presence at a workshop might increase his insight and interest in the new physical education curriculum. The principal's attendance at workshops and inservices along with the teachers has been reported by Berman and McLaughlin (1977) as representing one type of administrative support. However, according to Leithwood (1986), Mr. Wiley's practice of delegating responsibility to the department heads to provide professional development and leadership necessary for program implementation was appropriate behavior for a highly effective principal.

Lea's principal, Mr. Wiley, was very innovative in creating program needs [PN] time for all of his teaching staff who were involved in a variety of extra-curricular activities. He expected the physical education teachers to coach at least one major sport as well as teach, and compensated them for additional coaching through program needs time. Teachers from other subject areas also received release time in lieu of their coaching duties. It was the individual teacher's decision whether or not to use this time for instructional preparation. Mr. Wiley's creative ability to ensure staff non-teaching time was characteristic of a highly effective principal (Leithwood, 1986), particularly during the present age of budgetary restraint. According to several of Lea's colleagues increasing non-teaching time, boosted the moral of individuals and enhanced the overall positive climate of the school.

The equivalent of one professional development day per year was designated by the principal to focus upon departmental matters. This regulation allowed the physical education department to discuss priority issues such as implementation of the new curriculum. However, budget, schedules, facilities and tournaments dominated discussion on these professional development days as well as the regularly scheduled department meetings.

Studies have shown that teachers value encouragement, expressions of thanks and confirmation of status equally to the tangible, extrinsic resources that administrators may extend to them (Arends, 1982). Lea was certainly no exception. She, too, expected to be supported and reassured by her principal that she was doing a satisfactory job implementing the curriculum (Ross, 1982). Studies have shown that "extrinsic rewards for teachers are scarce and do not serve as a motivating force for most teachers" (Ross, 1982, p. 57). Extensive evidence confirms that most teachers, Lea included, derive their greatest satisfaction from knowing that their students have learned (Lortie, 1975;

Ross, 1982). For Lea, student achievement and happiness were a major consideration. As Ross (1982, p. 58) pointed out

> The rewards of pupil achievement are not confined for teachers to the attainment of objectives within the "official" curriculum. Deeper satisfaction is derived by teachers through progress to more general goals: inculcating attitudes and values, promoting lifelong learning, and ensuring that all children benefit from educational experiences. The psychic rewards of teaching are reduced by the fact that such goals are difficult to achieve, hard to measure, and complexly related to nonschool variables; therefore teachers are often uncertain of the degree of their own success.

Lea never received any formal evaluation or informal feedback from her principal about her teaching performance, but did receive acknowledgment for her coaching successes. Mr. Wiley was aware of individual teacher's contributions to the total educational environment of the students and did not hesitate to praise. He was sensitive toward everyone's contribution, custodial and secretarial staff alike. Although as a former athlete, Mr. Wiley was particularly supportive of interscholastics and aware of its effect on the school's image. He got a twinkle in his eye when we spoke of sports, especially football. He said that "he does not exert pressure on his coaches or if I do, I do not intend to." After spectating at an interschool game, he may go over to the coach at the completion of the game to converse about the win or loss, but "I don't know if he [the coach] goes home and beats his wife when I complain [jokingly] about him losing the game"! he said. Although Mr. Wiley's physical presence was not as common at female volleyball games, he still made a point of extending personal accolades to Lea when the opportunity arose.

Formal evaluation of Lea's teaching performance was delegated to one of the four vice principals. At the time of our conversation, Mr. Wiley could not remember who was "in charge of physical education." This yearly evaluation tradition was in lieu of formal or informal visitations by the principal or department head to Lea's class. Lea was accustomed to having visitors in her class and was always anxious to receive feedback about her teaching, however she was apprehensive about this year's formal evaluation and expressed feelings of anxiety. "I feel nervous and I don't know why. I'm use to people observing my class and I'm prepared." But as I discovered, it was the unpredictability of her students' behaviour that was causing her anxiety. This was a new class of students for Lea this semester, having just met them for the first time two weeks previously.

> I hope this class doesn't act up--maybe that's why I'm nervous. They can be very immature. I did work on discipline techniques last day when they acted up and it worked, so they should be OK . . . . I don't feel they have my routine down yet. Well whatever happens, happens.

Lea displayed the same sense of nervousness one day when she received a colleague's message that "the principal wanted to see her in his office, immediately." Usually Lea was very relaxed when she briefly exchanged everyday stories with Mr. Wiley. However, her nervous reaction today was a reflection on childhood memories of "THE PRINCIPAL" and "THE OFFICE." "Only the bad kids had to go down to the office, but we all had some feelings of fear about the principal. So when I heard that I was wanted--immediately--I thought, what have I done"? Actually the principal had wanted Lea's advice on the problem of students drinking on road trips, as she had been a chaperone on a recent ski trip where "a few students had ruined it for all."

Mr. Wiley expected his staff to handle their problems themselves. Consequently Lea never perceived a need to approach Mr. Wiley concerning educational matters. Despite his open-door policy, Lea thought that Mr. Wiley would prefer not to be bothered about specific curriculum matters and he certainly did not seek out problems. Lea believed that Mr. Wiley was "basically softhearted and that was one reason, perhaps, why he delegated responsibilities and decision-making to others." Since she did not seek out conversation from her principal, she was left alone to implement the curriculum in her class.

Communication in a large school was difficult confessed Mr. Wiley. "Some staff suffer from feelings of isolation," he said, but continued saying that "it is up to those individuals to attempt to close the gap and break down the barriers. It is up to the listener as well as the producer of information to communicate." Mr. Wiley encouraged the teachers to communicate with one another and use each other for help (Leithwood, 1986). He hired his physical education staff as teachers foremost, but hoped "that they are willing, capable coaches as well." He knew that "some of his teachers are more interested in athletics, and some in curriculum, and that's fine. Then others can go to a particular teacher for help and resources." However, as I observed and Lea confirmed, this proposed communication and interaction did not occur.

According to Leithwood and Montgomery (1986), the level four principal should establish a mechanism to ensure communication among departments about program implementation procedures. At Oxford High the department heads met weekly in Faculty Council to review educational and program concerns. Mr. Wiley said that it was "the responsibility of the department head to speak up for their respective area and make known their concerns. High profile is important to an area." "So, you can see," said Lea, "if our department head doesn't say anything about the new physical education curriculum at faculty council, no one is likely to ask about it." Through reading the minutes of the weekly council meetings, Lea concluded that curriculum implementation was never discussed. "No wonder some teachers do not even know that there is a new physical education curriculum," exclaimed Lea. Mr. Wiley expected that the department heads oversee their subject areas and thus allocated considerable power and responsibility to them. He "expected the department heads to develop plans for program implementation and to work intensively to implement programs" (Leithwood, 1986, p. 85). However, uncharacteristically of a highly effective principal, he did not meet regularly with them to review progress. He allowed the department head and teachers of physical education to make most decisions regarding curriculum. By delegating responsibilities, Lea thought that Mr. Wiley removed himself from direct involvement in the implementation process and neglected to ensure the establishment of a systematic process.

Mr. Wiley viewed himself more as a coordinator of change (Fullan, 1982), rather than as a vigorous instructional leader described in recent optimistic accounts of a principal's role (Ross, 1982). However according to Fullan (1982, p. 140), "whether it [involvement] is direct or indirect, the principal plays a fateful role in the implementation and continuance of any change proposal." Lea would strongly agree with Fullan (1982, p. 145) who said that principals must "play a leadership role in the planning and coordinating of new or revised programs in the school" and must "learn to manage the implementation process." Continuous feedback and support by the principal is required if implementation is to succeed (Decore, 1988; Dow, 1984; Harvey Research Ltd., 1988).

Staffing was always a concern for the principal, and one way to solve some of his staffing problems was to "cut P.E. 10 to three credits!", he said laughingly. When Lea heard this comment during conversation with the department head, she expressed her concern and suggested that, "as a department we need to come up with solid reasons not to change. I suggest all the papers written on daily, quality physical education." The department head felt that it was a disservice to students, taking away the only non-academic required course that would soon be offered in a high school. Lea said, "I hope we can fight this one! . . . It means not replacing the teachers moving out of P.E. Mr. Franks is going to English/Welding, Mr. Smith to counseling and Ms. Wilson on maternity leave."

At least for next year changes in the physical education program will not occur. "The enrollments for P.E. 20 and 30 have increased, rather than decreased as expected," offered the principal. "The P.E. 10's are up as high as usual." The principal had decided that there will be two departmental heads next year, one in charge of curriculum and one responsible for interscholastics and communication. As experienced staff, both will continue to teach full time physical education as well. Lea thought that this division of responsibility should increase the attention directed toward curriculum and instruction. With the present situation, Lea viewed the work as "being impossible for one individual to oversee."

With Colleagues

Lea saw little of the extensive teaching staff at her school because she was forced to spend a considerable amount of time physically isolated in the gymnasium area. She, therefore, made a conscious effort to visit the main staff cafeteria and lounge daily for the scheduled fifteen minute coffee break between the first and second period in the morning. As she was often one of the first to arrive, she would purposely sit down at a large, open table, hoping that she would be joined by others from different subject areas. She said that it was a "good way to get to know other individuals better." She also enjoyed the variety in topics of conversation, which ranged from hair stylists to teacher retirement plans. As she said, "It was a pleasant change." Lea attempted to join others for lunch as well, whenever she had a noon hour free. She felt that she not only came to know the staff better but also discovered "what was happening in the school."

The teaching staff at her school was so large that Lea did not know many of the teachers, or even their names. I found it rather amusing when I asked about someone in the cafeteria and when we returned to the physical education office, we would look them up in the year book. She attempted to "get to know others, so that you can recognize someone in the halls! I pass lots of teachers in the hall who don't say hello to me. It doesn't bother me--you get use to it." However, at times, she confessed that the school was "too big. I think I would be happier in a school a little smaller. There's not a lot of contact with the students or the staff."

Lea maintained a cooperative, mutually respectful working relationship with members of her department and enjoyed a more intimate relationship with her two female colleagues. This past year she had more opportunities, than in the previous two years, to come to know the females. One was back from a maternity leave and shared her office space, while the other, the department head, was just around the corner in her own office. As the only phone was in Lea's office, it meant frequent opportunities for brief conversations between classes and chances to exchange information and advice, to "shop-talk or gossip."

The eight male members of the physical education department were housed in two separate offices, at the opposite end of a large gymnasium, away from the females. This location made it difficult for incidental conversation to occur. Seldom did individuals come together to chat. Apart from monthly department meetings, there were few opportunities to come to know and understand one another's beliefs and practices. Yet Lea believed that it was important that they frequently communicate and share ideas, to work together to improve their program.

Lea appeared to enjoy the rare occasion when a male teacher popped in to ask about equipment or facilities. "Whenever Ms. Wilson has period five, leave the poles up," was an example of typical peer interaction. Sometimes the conversations would last a little longer as the physical educators exchanged coaching stories or discussed a pertinent issue like the age limitations for interschool athletes, but they seldom discussed curriculum issues.

Typically, the peer interaction concerned personal rather than professional concerns. Ross (1982) discovered that teachers discussed educational matters superficially rather than discussing substantive curricular concerns--for example, how to operate audio-visual equipment rather than core questions like what to teach dominated peer conversations.

At her last high school, Lea said that "there was a stronger department--in the sense of communication. Although when I first went there, no one talked to me. The ladies would say hello and that was it. I didn't know the men. Our offices were in different places. Things improved when we put our desks together in a common room."

Lea suggested to her present colleagues the advantages of a common room for their department. "We could chat after school, between classes--especially useful because phys-ed people are always running. We could discuss consistency between classes and continuity between grade 10, 11 and 12."

The idea of a common room was accepted by all staff although not perceived by some of the males as necessary. They did not believe that there was a lack of communication within the department. But as one female said, "we work on the curriculum part of the program" and "feel a need to discuss, whereas the males do not contribute." One male suggested that "one can communicate effectively through the written word and "if someone wants to know something, all they need to do is come and ask. I am always available."

I had suggested the idea of a common room to the principal one day, to enhance communication among the physical education staff. He laughed and said, "Do you think we should go co-ed all the way"? However, he did say in a more serious tone that a common room was being considered for next year.

Lea felt that the department head was attempting to enhance communication by encouraging staff input and making them a part of decision-making processes. However, the staff was not particularly responsive. In department meetings, there were opportunities for discussion but conversation was dominated by the department head and the former department head of eighteen years. The staff were not accustomed to expressing their opinions. "In the past we've never had department meetings--maybe one in a year. Mr. Osborne would basically give us information. So now in our meetings . . . we've never really been given any say," explained Lea. When I asked her why she didn't speak up at the meetings, she laughed and said, "Yes, I don't say a lot. Um. . . . If I feel strongly about something I talk in the meetings." She went on to explain the awkwardness of their present situation and its effect on staff response.

> Sometimes it's a little awkward because of the situation that we've been put in this year. Mr. Osborne was department head and we were told, last year, was coming back as department head. The scenario goes like this. Ms. Thompson was to take the department head for one year and Mr. Osborne was to go back into the position, so we don't really know _if_ our input is going to go anywhere because of the uncertainty of next year, and these ideas that we are discussing are more long term,

> not things that can be done immediately. So . . . I think everybody . . . or I feel like there's . . . are we going anywhere?

Lea appreciated her department head's efforts "to make changes for the better." Lea realized how difficult it was to change tradition, and empathized with her position. The former department head was a dominant personality and his views were often contrary to those of the present department head's with regard to many issues, such as the role of the department head. The present department head, however, was very "appreciative of his [past department head's] help and advice" and "wouldn't have been able to get on without him." The uncertainty and insecurity of the future affected the motivation and commitment of Lea and her colleagues. They were still wondering, "if these changes come about this year, will they be carried out next year"?

Lea did not criticize her peers for harboring their opinions, but thought that their differences should be discussed, both informally through everyday conversation and formally at department meetings. She thought that it was important for the welfare of the total physical education program that the male and female staff come to understand one another, compromise if necessary, and resolve their differences. At one meeting, when discussing budget, she exclaimed, "we don't agree on anything." The school had an enormous "deficit and the administration has a three year plan to get out of the red." Each department was to make some cutbacks. The three females agreed that the best way to control expenditures was to have a budget, for example, so that each team would be allotted a particular amount based upon perceived need. The males did not agree. After discussions at several meetings, there was still minimal progress but at least there was some communication. The experience was frustrating and annoying for Lea, as she later confided, "it was like talking to a brick wall."

As mentioned previously, two of Lea's colleagues had been involved as field testers in the implementation of the new curriculum, from January, 1987 to May 1987. The district physical education consultant had collaborated in a process with twenty-nine pilot teachers to train them as potential leaders within the system. The consultant had intended that these pilot teachers return to their respective schools to inform and motivate their colleagues with respect to adopting the new curriculum, as well as providing continued leadership throughout the remainder of the school term. Research has shown that personal dialogue with peers who have previously experienced an innovation is most efficacious (Harvey Research Ltd., 1988). However, the two pilot teachers at Lea's school were not very communicative. Perhaps they were not natural opinion leaders, being somewhat introverted and seemingly without a body of followers. Opinion leaders are "able to influence informally other individuals' attitudes or overt behavior in a desired way with relative frequency" (Rogers, 1983, p. 307). Attempting to secure the leaders' acceptance of an innovation is a critical prerequisite to widespread adoption among their followers (Harvey Research Ltd., 1988). Perhaps the pilot teachers felt that they should be approached by those colleagues wanting assistance. The pilot teachers implementing a new drama curriculum in Decore's (1988) study complained that their previous involvement and experience was not sought by their colleagues.

Lea indicated that "we got a little bit of feedback from our two teachers," but confessed that there was "no follow up at all about curriculum implementation at our school." As Lea reiterated,

> I had conversations with Ms. Wilson, [pilot teacher] you know, because our desks are side by side, but there was nothing done as a department to say what was happening with regard to the curriculum process that year.

Widespread research has indicated that interpersonal channels and localite channels of communication are extremely important at the persuasion stage of an innovative-decision process because communication can greatly influence the teacher's attitude toward an innovation such as the new curriculum (Harvey Research Ltd., 1988). Yet in Lea's case, the importance of personal contact and communication with peers appeared to be more critical to Lea in the latter stages of the implementation process rather than in the initial stages of gaining knowledge and forming a favorable attitude toward adoption of the curriculum (Harvey Research Ltd., 1988). Lea was already aware and somewhat knowledgeable of the curriculum and possessed an open, favorable attitude toward its adoption. Lea needed reinforcement, through continuous feedback and consultation, to help maintain and sustain changes to her program.

Lea's plea for ongoing communication and support was not new. Ten years ago the Rand investigators, Berman and McLaughlin (1978), recommended the presence of continuity and continuous communication for the successful implementation of an innovation. Fullan and Pomfret (1977, p. 392) also concluded that,

> research has shown time and again that there is no substitute for the primacy of personal contact among implementers [teachers], and between implementers and planners/consultants . . . . Equally clear is the absence of such opportunities on a regular basis.

Teacher-teacher interaction was critical to successful implementation claimed Fullan and Park (1981). Personal contacts and interpersonal communication among teachers was considered by many experts to be an integral part of the decision-making process engaged in the implementation of a new curriculum. "Before many of the latter [teachers] adopt a change in curriculum, the personal touch seems needed as well as time and opportunity for dialogue and interaction with peers" (Harvey Research Ltd., 1988, p. 13). Lea was not alone in her expressed need for continuous, personal communication among her peers (Decore, 1988; Department of Elementary Education, 1987; Dow, 1984; Werner, 1988).

In the words of one teacher, yet supported by many in a recent study by Werner (1988, p. 103) exploring the teacher's experience of time during a new program implementation;

> One of the things that was helpful and that I'd like to continue is getting teachers together to discuss their problems with the program . . . . It would be terrible to implement a new program and feel that you didn't have anybody that you could discuss it with.

Werner (1988) explained a teacher's need for peer discussion as a reflective means of synchronizing experiences and providing a more or less common interpretation and bond of understanding. He suggested that

> . . . implementation is in part a social process of talking in which participants interpret the innovation in the context of their own educational beliefs, biographies and ongoing classroom activities and concerns . . . teachers identify the elements of change essential to the new program in comparison with old practices (Werner, 1988, p. 103).

The six respondents in Decore's (1988, p. 138) study reiterated Lea's concerns by pointing out that "teachers could benefit from the opportunity to discuss their experiences with other teachers "in the same boat," to share resources, to attempt to solve problems . . . ."

Ross (1982, p. 59) reported that "a substantial body of evidence indicates that individual teachers are influenced by peers when making curricular decisions." Lea, like many other teachers, sought mutual reassurance. The uncertainties of teaching, the lack of visibility of teaching outcomes and the difficulties teachers experience in gauging their own competence makes teachers susceptible to influence from peers (Ross, 1982). However, there is a less optimistic view of peer influence expressed by other researchers (Ross, 1982). The 93 teachers investigated by Leithwood, Ross, and Montgomery (1982, p. 18) reported a "medium influence" by colleagues on their curriculum decisions, sharing some decisions in regard to choice of objectives, curriculum materials and teaching strategies and very few decisions about the pace and timing of instruction. These researchers discovered that the influence of fellow teachers on classroom decisions varied widely and depended primarily on task requirements and existing school norms for collegial interaction.

Considering the apparent lack of communication among members of the physical education staff at Lea's school, and their unwillingness to eliminate the barriers inhibiting communication, it was not surprising that individuals were encouraged to "do your own thing" regarding the curricular program. Traditionally, the experienced teachers of Lea's school were accustomed to a linear process (Schubert, 1986) of implementation wherein the teacher was a part of an assembly line and functioned as a reproducer (Aoki, 1989) of information. Her colleagues appeared to have little regard for others' decisions because many had been teaching physical education without a formal curriculum for the past twenty years. The last physical education curriculum guide had been printed in 1967, and most of Lea's colleagues professed to never having seen such a document. Unlike most beginning teachers, they seemed to enjoy autonomy within their own classes (Departments of Elementary Education and

Educational Psychology, 1987). They were willing to take charge (Connelly and Elbaz, 1980; Werner, 1988) and make curriculum decisions that they deemed appropriate. These experienced teachers appeared to be "content to be left alone," thought Lea, and exhibited behavior that inferred, "don't bother me."

When Lea first came to her present school three years ago, "I did what I was told." Feeling initially insecure as a beginning teacher might, Lea "tended to adhere to the suggested curricula" of her department (Departments of Elementary Education and Educational Psychology, 1987, p. 35). She had been trained to feel content allowing others to make decisions, and did not perceive herself to be an autonomous curriculum agent (Connelly and Elbaz, 1980; Werner, 1988). She confided, "as a new teacher [at this school], I followed the program outline given to me, even though it was quite different than it had been at my last school. It was department structured and it was required of us that we had to teach games--basketball had to be--volleyball had to be. I found it too heavy on games for me and the feedback from students also suggested this. So I revised and changed it [over the past three years] to suit me and, I think, the students."

Lea relied heavily upon her past experiences to guide her curriculum decisions. As time passed, she felt very confident in relying upon what "I [she] found works"! Through trial and error and student feedback, she had come to know what she perceived as best for her particular students. The ninety-three elementary and secondary school teachers studied by Leithwood, Ross and Montgomery (1982) also ranked past experience as having the strongest influence on their curriculum decisions, and student interests, needs, and behavior as having the second most important influence. Lea, like the beginning elementary school teachers studied by the Departments of Elementary Education and Educational Psychology (1987), based her decisions on the basis of her own interests and the interests of her students. She decided upon what to teach.

Although by no means free of contradiction, there is evidence to suggest that teachers modify curricula to bring them in line with their own systems of belief (Wahlstrom, Regan, and Jones, 1982). According to Wahlstrom, Regan, and Jones, (1982, p. 27),

> There can be little doubt that the success of attempts to improve practice, whether initiated within the classroom or by agents external to the classroom, depends to a significant degree on their compatibility with teacher beliefs.

Lea's beliefs about what to teach and how to teach were compatible with the philosophy, goals and methodologies outlined in the provincial curriculum guide (Alberta Education, 1988).

Lea continued to heed the advice of a senior colleague by "doing her own thing" throughout the term. She did not "feel frustrated about their [her colleagues'] perspective or actions. I can't worry about others! I try to gain personal satisfaction through my students. I can be happy if I know that I am doing a good job." Thus, she continued to make changes in her program "based, primarily, upon what the students have said," and not upon the voice of the new provincial curriculum or her colleagues.

With Students

Lea believes that she was "hired to teach," and therefore considers her major responsibility to be the welfare of her students. She is dedicated to developing a "total physically educated individual" who maintains a "positive attitude toward physical activity that will last a life time." Lea's rationale for her physical education program is congruent with the rationale and philosophy stated in the new curriculum guide:

> Through the provision of knowledge about physical activity and the opportunity to develop physical, social and emotional skills, the physical education program is intended to foster self-initiated participation in physical activities and the formulation of a healthy lifestyle (Alberta Education, 1988, p. 1).

Lea is concerned with "trying to meet the needs of the students--offering things that they want to do--trying to push physical activity." In her teaching, she "tries to gain satisfaction through my [her] students. I can be happy if I'm doing a good job." According to Ross (1982, p. 57), extensive research results show that most teachers, like Lea, derive their greatest satisfaction from "knowing that students have learned." "Awareness that students will experience satisfaction or pleasure, or their special needs or interests will be met, with certain alternatives" was reported by teachers as the second most important influence upon their curriculum decision-making (Leithwood, Ross, & Montgomery, 1982, p. 18). The teachers' responses were congruent with Lea's beliefs, as they ranked "students" fourth, and "trends or events in the world the student will graduate into", eighth (Leithwood, Ross & Montgomery, 1982, p. 18-19). Lea's concern for her students appears to be shared by most teachers.

Lea has nurtured a quiet, respectful reciprocal relationship with her students. Through a somewhat reserved exterior, the students, in their words, have come to know a "warm, thoughtful" individual. They have come to respond to their teacher's instruction with on-task behavior, and interact with her and other classmates with laughing, friendly remarks. Students are comfortable asking or responding to questions, and accept the flexible, guiding hand of their teacher, when in need. There are "very few discipline problems," Lea said, apart from the intermittent chatter among the students as they learn, and the occasional complaint from a disinterested student.

Motivating the students is a major responsibility and challenge for Lea. "Many of these kids already hate phys-ed," and display an air of indifference toward their physical education class. They have had negative junior high experiences, as evidenced through comments such as, "all we did was run and play basketball. Our teacher was always putting us down because we couldn't do it as well as she could." Lea seeks to develop students that are self-motivated, yet helps to create enthusiastic participants by carefully selecting activities that she thinks the students will enjoy, "because they won't do anything if they don't like it." Lea, like the elementary school teachers studied by the Departments of Elementary and Educational Psychology (1989), believed that what is taught must be of interest to the students.

Lea tries to involve her students in her experience of interpreting and implementing a curriculum. She feels that the real curriculum grows through the dynamic interaction of teacher and students (Carson, 1984a). She provides opportunities for her students to share in the decision-making and problem-solving. Lea considers their input as an invaluable source of information and insight as she plans an appropriate program for them. She believes that students learn best through meaningful involvement; a belief philosophically supported by Alberta Education (1988). However, like most of the teachers investigated by the Departments of Elementary Education and Educational Psychology (1987), Lea's beliefs and practices are not always congruent, as she often restricted student involvement and limited the students' decisions. Lea was aware of the contradiction and was attempting to alter her behavior. Lea often found herself expending time and energy trying to perfect a teacher-dominant role, which actually appeared to be at odds to her desire to move toward more student-centered instruction (Departments of Elementary Education and Educational Psychology, 1987).

In the past, to uncover students' likes and dislikes, Lea had students keep daily journals about their physical education classes or had them write her a paragraph at the end of each unit. However, this year, she did not incorporate either of these practices, but engaged students in face-to-face conversation in an attempt to make sense together. She then attempted to accommodate majority wishes, depending upon equipment/facility availability, curriculum guidelines, and her personal preferences and competencies. "I'm not going to choose something like windsurfing unless I could get an instructor to come in and do it," she said jokingly.

Based upon input from present and former students, Lea has continued to make changes in the particular activities that she includes in her present program. She discovered that "most girls do not enjoy the usual team sports and prefer individual activities with little competition." For example, "the girls don't like basketball because of the physical contact, so I tried team handball in its place this year. The girls liked it a lot better. It's also different for them." Of course there were some students who were disappointed because "I [they] just love basketball," but the student response overall was positive.

Her present students agree with those of the past, in saying that they are "sick of the basics--gymnastics, basketball, volleyball, track. In junior high that's all we did." "We'd like to try something new, like fencing." Bring in sports like golf and tennis so we can play with our families and friends." Lea has paid attention to these suggestions and has incorporated six new activities into the compulsory P.E. program this past year: jazz, synchronized swimming, golf, tennis, team handball, and flag football. These activities are either "unique and different" or "lifetime skills." Lea contends that

> it is very important that you introduce them to activities that they are going to take away with them--that they can do forever. A large percentage of the students will not take physical education beyond grade 10, so they need to be exposed to these type of activities.

Even though some activities demand off-campus facilities, Lea has managed to arrange the necessary transportation, and cope with the additional cost and time factors.

Lea contends that students are "more motivated" and "learn more" if they are active participants in the learning process. She believes that students should be an integral part of the experience and therefore provides many opportunities for them to make decisions and solve problems. In this way, they are guided to be independent and responsible for "some of their own learning." However, her philosophy did not coincide with that of many of her colleagues, and demanded some compromising when team teaching a unit. "I have found I do things a bit different than Ms. Wilson. I like to involve students in the lesson by asking questions and by letting them use their creativity and imagination more by giving them guidelines and some flexibility to choose and discover possibilities for movement, poses, balances, and so forth. I feel that giving students specific instructions all the time, they tend to go through the motions only and don't think about what they are doing and there is no room for individuality."

Students were given opportunities to be independent, individualistic and original. Throughout the year, for example, they had to: design an appropriate individual weight training program, create jazz, gymnastics and synchronized swimming routines, develop and lead warm up exercises as part of a small group. "Having students participate by teaching their classmates gives them an opportunity to demonstrate leadership skills, creativity, makes them put some thought into the activities rather than always following. It helps students develop confidence in performing in front of their peers."

When individuals or groups of students were left to complete some tasks on their own, there were only a few who were incapable and immature. There was "more socializing" at times, but Lea saw this as an invaluable time "to talk informally to the students, get to know them better and them to know you." Generally, the students worked well, creating and practicing, with guidance and instruction from Lea to "keep them on task" and "to improve their skills and knowledge." She welcomed input from the students, "It's nice to see ideas brought to the class by students." Although Lea confessed that she "learned a lot from the students," I think that she was not consciously aware that it was her way of trying to make sense of the curriculum together.

During one class, Lea allowed two interschool gymnasts to leave their lesson temporarily to rehearse their floor exercise routine for the provincial competition, to be held the next day in their school's gymnasium. Lea did not hesitate to let them go, "I realize how excited they are," and was confident they would not abuse the privilege. They "work hard" and "bring good ideas to class."

Lea's belief is that every student should experience some success in a variety of activities, while being challenged to strive for her maximum potential. She hopes that her students want to improve, to learn and develop through personal effort in an enjoyable environment that together, they have created. "Because of the wide differences in abilities," Lea has employed the use of "levels" in some of her units, such as skating, swimming and gymnastics, where "the different abilities are very noticeable." "Students can perform well at their level and can experience success. All the students can be challenged by working in levels." "By levels I mean the difficulty of skills--Level 1 or beginners is the basic skills or simplest of skills. Each level above builds on the basic skills, becoming more difficult."

To allow each individual to participate at her own skill level and to provide opportunities for an individual to achieve her maximum potential the new curriculum also advocates the use of levels (Alberta Education, 1988). Four levels of skill introduction are suggested for each activity, indicating to the teacher, for example, a possible starting point and sequence for a particular skill.

Lea views her levels approach as being appropriate and valuable,

> One thing I'm not too sure about in the curriculum is meeting the individual needs of the students; exactly what we should be doing. I think levels work well in the skating unit. There is such a wide range of abilities, some students have never skated to students who have had many years of lessons. It allows students to start at a level they will be successful at, which motivates some students to work hard and increase their skills. It allows students to work on their own. They are responsible for completing a minimum of two levels. Also it allows students to help each other, assisting and teaching.

For certain activities, students are ability grouped through pretesting of skills and informal, on-going observation. However, since Lea's involvement in my study she has been wondering, if "you could have students play more of a role in curriculum by having them make the decision of where they should fit in, and if they don't fit in, adjustments could be made." "It takes a lot of time that you don't often have to do skill testing with every kid and then categorize them into levels." Lea hoped that by attempting to accommodate individual differences through levels and group work, she is "individualizing instruction like the guide suggests." Philosophically, she wanted to pay heed to her pedagogical sense of what her students needed and not to what the curriculum developers deemed necessary (Carson, 1984). Yet she was convinced that she "did not actually do a lot of individualized teaching. I could work more with individuals, at their level, accommodating a variety of skill levels in activities rather than grouping all of the students together." Lea would "go around to individuals in their groups to see if some are more advanced and then let them go on to another task or group. And I give students options as to what they have to do--they can let it [volleyball] bounce or not, and in the game situations too." She was personally and professionally concerned about "meeting the individual needs of the student," but was uncertain about the appropriate means.

Lea turned her concerns and queries to the teacher effectiveness program in which she was involved, hoping to come to a better understanding of individual student's capabilities and needs. This information, she thought, may generate some ideas about how to adapt instruction to accommodate individuals. According to Lea, apparently a school board survey done with the students indicated that "the students feel that they don't get enough attention." So Lea asked that her teacher effectiveness colleague examine her "individual contact" with students. She did not perceive that providing feedback to individual students was synonymous with individualizing instruction, but thought that increasing her contact with each student may increase her insight into the students' differences. She asked of her colleague, "How many people am I contacting during a sixty minute class? Am I talking to individuals"?

Most students are appreciative of the opportunity to work within a non-threatening and non-comparative environment where they "don't feel dumb," replied a student. They experience more confidence, challenge and enjoyment being placed in an appropriate group or level. They become more concerned with their progress rather than "worrying about what their friend can do and what they can't." However, there was at least one student, with poor self-esteem, who felt that being placed in a particular group was "degrading and humiliating." Lea said that some students who she had placed in Level 2, the intermediate level for gymnastics,

> were not happy with their placement. Some thought that they were not good enough to work at this higher level. But perhaps they were complaining because they were not willing to work hard. I kept them in the assigned groups, explaining that Level 1 would not sufficiently challenge them, and Level 2 would allow them to work on skills they may not have tried in the past and would increase their ability.

A deep sense of satisfaction sweeps through Lea when she sees one of her insecure, unskilled students accomplish a feat of which they never thought they were capable. She has "worked with several non-swimmers who have had lessons before and still couldn't swim. By the end of the unit, I've had them feeling more comfortable in the water and swimming across the pool."

When students appeared nervous while performing a skill or routine and made an error, Lea quietly encouraged them to try again. This practice was very successful until a student who Lea had encouraged "not to give up and do the best she can, even though she doesn't think she is good," fell and bruised her hand. The minor accident prompted Lea to question her philosophy and behavior, "I wonder if I should push students. I just hate to see them give up. They should try and finish their tasks, whatever it may be." The student appeared fatigued and lacked concentration when the accident occurred. Lea also confided that the girl, a Level 1 student, had insisted on performing on the uneven bars because "her friends in Level 2 were good at it." Lea felt that the student was "not competent, but I let her work on the bars at her level." During the performance she quit as "she was too discouraged," attempting skills beyond her capabilities.

Student evaluation procedures reflect Lea's philosophy of trying to develop a whole, physically educated individual and her practice of recognizing and attempting to accommodate individual differences. She continues to stress the importance of individual progress and pride and enjoyment in one's accomplishments. She attempted to base evaluation "on the degree to which all students achieve their maximum potential relative to each objective (Alberta Education, 1988, p. 15). Her evaluative procedures reflect her belief in the importance of independent learning and student responsibility. Wahlstrom, Regan, and Jones (1982, p. 34) discovered that "the teacher clearly is and will continue to be an influence" upon the evaluation procedures practiced in a classroom. Lea's personal beliefs about the assessment of student achievement directly influenced her practice in this regard.

At the beginning of each unit, particular procedures are explained to the students. Lea feels that "the students should know beforehand how they are going to be evaluated in that unit." Alberta Education (1988, p. 15) also suggested that "students should be made aware of the evaluation methods to be used and may be involved in the development of the criteria." Percentages and procedures vary from one unit to the next but generally Lea's evaluation procedures and beliefs are as follows:

Psychomotor--skills testing	60-80%
Cognitive--written test	20-40%
Affective--effort, attitude, attendance	20-40%

Her range of percentage weightings was the same for achievement in the affective domain as was recommended by the new curriculum guide (Alberta Education, 1988, p. 15), but differed slightly for the psychomotor and cognitive domains. For each reporting period, Alberta Education (1988, p. 15) suggested:

a) development and range of physical skills	20-40%
b) development and maintenance of physical fitness	15-25%
c) development of knowledge and understanding	15-25%
d) development and maintenance of positive attitudes and social skills	20-40%

Lea "evaluates in the three domains, with an emphasis on skills testing where the majority of the instruction is given. I believe technique is important, *and* improvement." So Lea may "test student's performance in specific skills using check lists and rating charts, with emphasis on technique, with skills achievement in some areas, i.e. badminton serves and clears, and include testing in game situation over several days" as well, because "students should *understand* how and why skills are performed. They should be able to demonstrate these skills and concepts in a game situation in individual and team activities i.e. offensive and defensive strategies."

Lea also has students demonstrate their "cognitive understanding of skills, rules and strategies through written exams. I think it's important that students are knowledgeable in the area of physical education, that they have an understanding of fitness and movement."

The affective domain is also considered to be "an important part of physical education. Students demonstrate a willingness to learn, show cooperation, sportsmanship and leadership." "Of course, attendance is a necessary prerequisite for evaluation to take place."

Within several units of instruction, students have an opportunity to be tested on what they perceive to be their "best skills." For example, they may make a selection from their own repertoire of skills in track and field, diving and gymnastics. They may feel more confident in running the 100 meters than performing the long jump or feel more relaxed on the balance beam than on the bars. In some activities, students are encouraged to combine skills into original, unique routines. Their individuality and creativity complements their skills and they are evaluated on more than the physical execution of skills. A set criteria provided the guidelines for the evaluation.

The students feel that these evaluation procedures are "quite fair" as long as they are each treated "as an individual." Although they are provided with opportunities to increase their grade other than through physical performance, the skills testing is the part of evaluation that is remembered and complained about, "I only got 2 out of 10 serves in." Many students still do not realize that Lea's expectations likely differ from those of their last teacher's. When commenting on balance beam routines for example, Lea said, "There has been the odd one [routine] that was really well done. They are not done by the top gymnast, they've been creative, using different moves, their arms."

The onus to be present on evaluation days was the responsibility of the student. Students received prior warning and were "continuously reminded to make sure that I test their skills or they write their exam before they leave [on holiday]." Lea was available during lunch hours to supervise practice or to evaluate. She feels that she is very cooperative and accommodating but "I don't accept excuses," after the fact. By making the evaluation setting and procedures non-threatening she hoped that students would at least "come and try. I'm not that hard on them and I will give them at least 50% for trying to complete the requirements."

Despite Lea's efforts to provide enjoyment, challenge and variety, and to accommodate individual needs and interests, she was plagued with student absenteeism. She had to give her classes repeated "warnings on attendance." She was always trying to figure out why so many students skipped class, but so were the other P.E. teachers and the teachers of non-compulsory, academic subjects. One teacher suggested that "working at the mall was more important," while another suggested that "studying" was the cause. When attendance dropped, Lea wondered "if it's the flu or gymnastics!", "if it's the spring," or "if it's because of swimming. It is such a problem with girls. Attendance is terrible. I have a dozen girls from a class of twenty-six"! Students that were present for swimming, but not appropriately dressed, were required to complete a written assignment or participate in a fitness circuit on deck. These practices help discourage non-participation.

Attendance was lowest during the last few weeks of class in June. "It's spring and students don't want to be in class. They were told that at this time of year they could not be removed from class because of attendance. They're three quarters of the way through and removal means repeating the entire course." Lea had not told her students about this policy, but "some teachers would." Even though several absences meant being placed "on commitment," with additional absences causing removal, many students continued to miss evaluation sessions, as well as regular class sessions.

With Parents

According to Leithwood, Ross, and Montgomery (1982), the direct influence of parents and the community on the curriculum decision-making of teachers is very minimal. The ninety-three elementary and secondary school teachers investigated ranked parents as the 29th factor, of 30, influencing their curriculum decisions. "The things that parents are saying, or the local newspapers reporting" received a modest ranking of 20th, and "pressure or protest groups demanding change in the schools" received the lowest ranking from the teachers (Leithwood, Ross & Montgomery, 1982, p. 18).

Lea, like the aforementioned teachers, believed that the parents of her students had no direct influence on what and how she taught in physical education classes. In fact, she was convinced that most parents had no knowledge of, or interest in, the new physical education curriculum. She said, "for example, we're not using a text to which the parents object." Lea continued to inform me that she had had very little contact with parents this year and that her experiences had been restricted to formal, written communication regarding student absences. Many parents believed that absenteeism from physical education was an insignificant matter and represented appropriate student behavior. Students "selected the physical education period to miss while attending orthodontist appointments," commented Lea. "Many parents are supportive of their child's absence from class and write an excuse note for them" said Lea. Although Lea must accept this administratively approved perrogative of the parent, the practice can become very annoying. One mother had written several excuse notes for her daughter, a competitive skier, throughout the winter months and then sent another for a few days in the spring. "That's fine," harped Lea, "but then she wanted time off to holiday with her family as well--more than once." Lea said that a "mother can call me anytime at school if she has a concern," however Lea does not feel obliged to call the student's home to discuss absences.

The reason for the existing attitude toward absenteeism from physical education classes might be the parents' attitude toward physical education, thought Lea. The parents "just don't think physical education is important. It's not as if it's an academic subject"! The only time Lea received parental reaction was in objection to a final grade. Students and parents could not understand why attendance was considered to be an integral component of evaluation. Yet as Lea explained to me, "how can I evaluate participation as part of achievement in the affective domain, if the student is never here." She adhered to her beliefs and practices and tended to ignore this type of illegitimate parental pressure. Like the elementary and secondary school teachers of Wahlstrom et al.'s (1982) study, Lea felt that parental pressure was nonsignificant in influencing her practice in the evaluation of student achievement, whereas the social studies teachers investigated by Carson (1984a) experienced considerable external parental pressures.

Most parents did not perceive a need to visit the physical education teacher on a "parent-teacher interview" evening. Lea returned to the school at 7:00 p.m. one evening "for teacher-parent interviews. I had only three parents and they all arrived at 8:45--right at the end of the evening. It seems to be a waste of time. Physical Education had very few parents, but even the academics were low. Thank goodness the boys had a semifinal basketball game. We were entertained while we waited." When I inquired about the poor turn-out of parents, the response from Lea and her colleagues was "They just don't think physical education is important. It is not a concern. Some view it as an easy credit."

Due to the middle to upper socioeconomic nature of the community, many students have participated in a variety of physical activities since an early age, through family involvement and/or specialized lessons. Some parents said that their children "get enough exercise outside of school," some said "they don't care what is done in phys-ed" and others said, "they know what happens in P.E." Thus, parents tend to ignore opportunities to meet the teacher to discuss their child's progress.

Lea, herself, was not even "involved in the open house" for the parents and the community that was presented another evening. The department head had "arranged for the gym team to demonstrate. I think she took care of it. I'm not sure, I didn't hear much about it, except that the gym would be set up for gymnastics."

During her coaching season, Lea has the opportunity to chat informally with interested parents. A few relatives of some of the players would attend an interschool game. The situation provided a few brief moments to discuss the "success of the team" and perhaps, the individual child. As Lea said, she "enjoys the opportunity to get to know some of them."

Parents in this community maintain high expectations for their interscholastic teams. Lea and two male physical education teachers agreed that it was traditional to have winning teams. "It is expected of you to be in the city finals," said one coach. This prevailing attitude instills a pride and challenge in the community, the students and coach. It encourages many enthusiastic students to attempt to be a part of the prestigious interscholastic program.

To the Curriculum Guide

Lea exhibited typical professional behavior with respect to her actual use of the provincial secondary physical education curriculum guide (Alberta Education, 1988). In British Columbia, Fullan (1982) investigated the use of a reading curriculum guide by teachers. He reported that two thirds of the elementary school teachers and one half of the secondary school teachers had not consulted the guide in the previous six months; only 17% and 26% of the elementary and secondary teachers respectively reported that the guide had a significant impact on their teaching. Fullan (1982) also found similar results in the provincial program evaluation in social studies where almost 50% of the teachers responded at the low end of the helpfulness scale in rating the guide.

The new physical education curriculum was not particularly novel to Lea. She had gained knowledge and understanding of much of its contents through pre-service specialist education and from years of teaching experience. According to Leithwood (1982b, p. 247), an educational idea or curriculum product is not called an innovation unless the practices it suggests

> had no precedent in actual practice, or were not to be found in what the teacher was currently doing. Whether or not an innovation is novel, then, depends on the teacher.

For Lea, whose practices were already consistent with many of those suggested in the guide, the new provincial curriculum guide "is [was] an innovation only in the sense that it has been recently produced" (Leithwood, 1982b, p. 247). Although the guide did present some novel dimensions for Lea, it did not motivate her to want to make changes to her existing practices. Leithwood (1982b, p. 248) claims that ". . . only those features of an innovation that are relevant to solving particular problems are likely to be worth attention." His dimensionalized view of curriculum implementation suggests that a teacher makes changes "only in those dimensions in which there is a substantial difference between our [her] current practices and practices suggested by the innovation" (Leithwood, 1982b, p. 253).

From her knowledge of the new curriculum, Lea identified relevant practices that were different from her current practices and the curriculum dimensions in which she wanted to gain greater understanding. She had learned about the contents of the curriculum guide by glancing through it a few times and attending a professional inservice focused upon its use. Most of the curriculum dimensions were not peculiar to Lea's own framework for thinking about curriculum matters, even though the guide reflected the intentions of its external developers. Of the nine curriculum dimensions defined by Leithwood (1982b, p. 249-250)--images, objectives, student entry behaviors, content, instructional materials, teaching strategies, learning experiences, time, assessment tools, and procedures--only that dimension regarding teaching strategies appeared to be incongruent with her current practices. She believed in utilizing a variety of appropriate instructional styles (Alberta Education, 1988; Mosston & Ashworth, 1986), but realized that her existing practices reflected more teacher-dominance rather than student-centeredness, a common dilemma for many teachers (Departments of Elementary Education and Educational Psychology, 1987). She hoped that the curriculum guide would provide her with the necessary teaching strategies to individualize instruction.

Individualized instruction has been described by Leithwood (1982b) as a vague abstract statement of things schools should do, as compared to explicit, detailed plans for classroom activity. To Lea also, individualized instruction was an abstract concept needing further clarification. Although she was aware that she had made adaptations in her teaching methods and strategies to accommodate individual differences, she was still unsure of their appropriateness to individualize instruction. She questioned, "Are we suppose to go about it [individualized instruction] in a certain way or just ensure that we are acknowledging and accommodating individual differences"?

The physical education curriculum guide advocates the inclusion of a wide variety of learning experiences, carefully structured to meet individual student needs and abilities.

> This objective is supported by the considerations provided in the curriculum guide, which are intended to assist teachers in accommodating adolescent male and female social, emotional and physical differences, and learning needs crucial to junior and senior high students' stages of cognitive development (Alberta Education, 1988, p. 1).

Apart from the preceding philosophical statement, the guide offered Lea very few practical suggestions. The guide briefly defined a variety of teaching methods appropriate for assisting learners to work at their own pace, for example. The strategies for providing student feedback and implementing ability grouping were also mentioned briefly. There was "some discussion about the scope and sequence of activities," claimed Lea. She said that glancing at the psychomotor skill levels prior to beginning a new unit was helpful. For her, the skill level guidelines served as a stimulus for reflective and deliberative decision-making. She usually discovered that the suggested skills for a particular activity, and the appropriate sequence for skill introduction, were congruent with her present and past practices. She "felt good" about this reinforcement and did not bother to examine the guide again until planning for the introduction of another activity. "If the guide had more details about how to individualize instruction," Lea may have approached it more frequently.

Lea did not desire greater detail and explanation in the guide about what to teach, but expressed a desire for more explicit prescription on how to teach and how to evaluate students' affective development. She, like most teachers, did not want to be told what to teach (Carson, 1984a; Decore, 1988; Departments of Elementary Education and Educational Psychology; Robinson, 1982). She placed "a high value on her own independent thought and action as a teacher" (Carson, 1984a, p. 179). She claimed that she liked "the flexibility of the guide" as it enabled her to adapt it to the students for whom she was responsible. She did not require detailed daily lesson plans. "Additional materials and resources for unfamiliar activities could be easily obtained," she said. On the one hand, Lea praised the guide for its flexibility and adaptability, while on the other, criticized its incompleteness. Like the teachers investigated by Dow, Whitehead, and Wright (1984), she wanted alternatives and choice, yet at the same time, asked for detail and prescription. The developers of the curriculum guide reiterated their belief in flexibility by relating to the suggested progressions and levels for skill development.

> Neither the progressions nor levels are intended to be prescribed programs. Rather, it is hoped they will serve as guides for teachers in the modification and development of programs tailored to their individual circumstances (Alberta Education, 1988, p. 21).

Leithwood (1982b, p. 248) suggests that a curriculum guide may prescribe some of the decisions necessary for actual curricular action, but many additional decisions are required of the teacher. He (1982b, p. 247) proposes that

> All innovations are more or less incomplete as prescriptions for actual classroom practice. Even the most detailed set of curriculum materials requires additional decisions by the teacher for classroom use, and these decisions are as important to the classroom success of the innovation as those made by the originator of the innovation, because only the teacher possesses the information (about particular students in a particular classroom) necessary to make the innovation work.

According to Leithwood (1982b), the teacher, of necessity, becomes a curriculum developer. Lea, apprehensively, appreciated the opportunities to adapt and modify the guidelines presented in the formalized manuscript. She was willing to participate not only as a "craftsman" in her role in curriculum development and implementation, but as "architect" and "engineer" as well (Leithwood, 1982b, p. 248). She seemed indifferent to the fact that others had developed the guide, as long as she was given the control to make appropriate modifications for her students.

Lea was not intimidated by external authorities' advice, as she viewed it as a source of information and means of assisting personal growth. As a professional physical educator, she possessed confidence, yet was more accustomed to playing a functional role in curriculum implementation, trying to understand and implement other's decisions, rather than experiencing autonomy in curriculum decision-making. Lea, like most teachers, had previously experienced an instrumental role as an agent in curriculum implementation (Aoki, 1989; Carson, 1984a; Connelly & Elbaz, 1980; Schubert, 1986). She was familiar with functioning merely as a reproducer or adapter of knowledge and was therefore, somewhat insecure and hesitant when left on her own to interpret the curriculum.

There is no doubt that teachers, like Lea, "are willing to participate in decisions" and ". . . have an overriding interest in having a piece of the action at all levels of decision-making," however "teachers find it difficult to function autonomously with respect to research and curricular programmes" (Connelly & Ben-Peretz, 1980, p. 99). Professionally, Lea has been ingrained with the notion that someone else knows best (Connelly & Ben-Peretz, 1980), but through personal experience has come to believe that she knows what is best for herself and her students. Yet she was still not totally comfortable or confident with exercising her autonomy. Lea, therefore, desired continuous peer, student, and administrative support and interaction, as she attempted to make sense of the curriculum guide through practices with her students.

In order to make changes in her practices, Lea was willing to take risks, although we both sensed that her colleagues were not. Leithwood (1982b, p. 262) informs us that "changing practices, then, has significant risk attached." It was easy for Lea to readily make minor revisions to the content of her program, but she realized that it would take much more time to alter teaching behaviors. Fullan and Pomfret (1977) discovered that the main problem in curriculum implementation which involved change was the requirement that roles, such as teaching behaviors, and role relationships, such as orientations about interacting with pupils, be altered. Changing behavior necessitates a gradual process of growth (Leithwood, 1982b). Lea required time to develop the skills and strategies needed to implement individualized instruction with her students. She agreed with Leithwood (1982b, p. 253) who suggested that "the behavior of people must change if implementation is to proceed, and changes in behavior depend on acquisition (learning) of new knowledge, skill, attitudes, and values." Whether one is implementing selected curriculum dimensions like Lea, or implementing an entire new curriculum, the process of growth occurs over time (Leithwood, 1982b).

With heightened awareness of different teaching styles and strategies to accommodate individual differences, Lea hoped to make changes in her behavior. The process of reorganizing and adding to what she thought, what she was able to do, and how she felt, would be slow and gradual. Lea realized that all the knowledge and skills she desired were not to be found in the curriculum guide. However, there is a greater probability that implementation will actually take place if the curriculum guide is complex, explicit, communicable, practical and adaptable (Dow, Whitehead & Wright, 1984). According to Lea, the new physical education curriculum guide met most of these criteria:

> Complexity--did not demand extensive changes
> Explicitness--rationale, philosophy, goals and objectives were specified
> Communicability--content was well organized and relatively attractive
> Practicality--student expectations were realistic
> - teacher expectations were realistic
> - adequate referencing for resource materials
> * insufficient suggestions for student evaluation [affective domain]
> * insufficient aids for planning instruction [how to individualize instruction]
>
> Adaptability--flexible enough to be used in conjunction with existing materials and practices.
> (Dow, Whitehead & Wright, 1984, p. 3).

Despite Lea's positive description of the guide, she paid very little attention to it throughout the school term. English (1987, p. 50) reported that after reading, rating and ranking hundreds of curriculum guides for the past ten years, he has found

> that most of them are neither used, usable, nor reliable indicators of what teachers really do in their classrooms when the doors are shut.

Dow, Whitehead and Wright (1984) agreed, indicating that great discrepancy exists between what is expected, as written in the curriculum guide, and what actually takes place. ". . . curriculum guides are a wasteful expenditure of educational resources," claimed English (1987, p. 50). Lea agreed that money could be better spent on providing opportunities for meaningful dialogue among colleagues, but believed that a curriculum guide provides a common basis for experiential discussions.

Between Teaching and Coaching

Although many teachers would think that "they were in heaven" if they had an opportunity to teach at Oxford High, Lea "was hesitant about applying for a job at Oxford High because my feelings toward physical education and curriculum were my major concerns. Ms. Wilson and I both felt that, and thought that it was funny that we would both get a job here when we have curriculum, rather than interscholastics, as our priority." However,

> when I was hired here, the staff had decided that there should be someone who would run intramurals and plan activities. Basically, in the past, the gym would be opened up and students would come down to shoot baskets. It took me a whole year to convince kids that there are activities other than basketball. So I think that that was one of the things that when I applied for the job, they were looking for. I don't feel I was hired to coach but . . . .

Lea believed that she knew what was most important in her life as a professional physical educator, yet still seemed to harbour some deeply hidden anxiety about the acceptance of her priorities by her colleagues. Several times she commented that her

> philosophy is different from the men's philosophy--my feelings toward interscholastics. I've always thought that the most important job was my teaching--that is what I'm here for--that is what I was hired for. I wasn't hired to coach. I was hired to teach. I would rather teach classes--that's why I'm here. I've never been a real dedicated coach because I think my first priority is teaching. I think coaching is the second part of my job and I enjoy teaching a lot more than I do coaching, whereas for a lot of physical education teachers, it's the other way around. They're there because of the coaching. My interest is in the classroom, it's not in afterschool activities.

Other secondary high school female teacher/coaches, like Lea, indicated that athletics was more of a focus and priority among the boys and that the girls' reasons for participating differ from the boys' (Quigley, Slack, & Smith, 1987).

Lea appeared to view her world of teaching and her world of coaching as two separate spheres, with distinctively different roles and expectations. She associated the concept of curriculum solely with her world of teaching, yet I believe that her perception of curriculum unconsciously extended beyond the instructional realm of the gymnasium to include the world of coaching. According to Alberta Education (1988, p. 18) there should be an overlap of rationale, philosophy and objectives, as "intramural and interschool programs offered within a school are an important component of the total education of the student." Although her existence as a coach demanded that she interact with a few select student athletes interested in a particular sport, her primary concern was still the overall welfare of the student athletes. She still wanted these students to enjoy physical activity as a positive learning experience. Even though she had to be concerned with refining skills specific to a sport in order that her athletes were capable of performing successfully under pressure, in game situations, she was also preoccupied with developing each student, socially, emotionally and mentally, as well as physically. She hoped to guide the development of each individual student to reach her maximum potential in every domain, just as she would aspire to in an instructional class setting. Interschool programs were to "complement the physical education program by further developing the skills, knowledge and positive attitudes developed in the instructional program." Her roles of teaching and coaching co-existed in her lived world as a physical educator, despite her conscious attempts to priorize and separate them.

Her colleagues recognize and respect her priorities--as one male teacher/coach said, "I accept her position and interests, but I am concerned that we do not have full time female physical education teachers responsible for our major interscholastic sports. We have too many outsiders coaching." There are not enough physical education teachers to cover the sixteen interscholastic sports offered at Lea's school. "Most of the males coached two sports, whereas the females coached one." The remaining coaches were teachers from other subject areas or other interested individuals, such as university students. As a male teacher/coach said, "this leaves no one with a vested interest in a particular sport or in developing a program in our school." Administrative problems also arose throughout the year and there were occasions, for example, when the department head had to neglect other responsibilities to see that city and provincial tournaments ran smoothly.

Apparently next year there will be only one full time female teacher/coach but "she has become so absorbed in one area that she is not interested in any others," said a male colleague, "and as department head she also had other responsibilities." He was pleased that Lea "agreed to be a sponsor" for a major team during her study leave from coaching so that she "could hand out uniforms, etc. That's important when there's an outside coach."

The question of female physical education staff responsibilities in coaching continued to emerge periodically. "It was brought up the other day how the males in our department are carrying a much heavier athletic program than the females," related Lea. The department head tried to "stress this in the right way because I was asking for a coaching leave next year." However, Lea did not feel upset or offended. "I'm doing two areas right now, so I feel that I've contributed. Intramurals is just as important as interscholastics." "Personally I don't feel guilty at all. I contribute a lot to the profession! I teach, organize and sponsor intramurals, coach volleyball, work on curriculum development, attend and participate in Health and Physical Education Council workshops, conferences, Alberta and Canadian Intramural and Recreation Associations, Student Leadership, and work on my graduate diploma."

Throughout the year, there were "questions and rumblings going on about how much importance we do place on interscholastics. How we're coaching. A lot of questions are coming up about students' responsibilities" and "the amount of time spent on interscholastics," said Lea. The physical education staff have been disappointed with the attitude and assistance exhibited by their students participating in tournaments held at their school. Particularly if the coach was an outsider, there was not much attention paid to cleaning up the gymnasium, for example. Lea told me that at a large, interprovincial basketball tournament,

> the players did not do any work at all. It is the rest of the student body that puts on the tournament for them. And this tournament ended up with more of the staff doing the work. They show up, they play, they get honoured, they get the glory and they leave and that's it. They haven't contributed. The teachers that were there, commented that they were there cleaning up until 1:00 a.m. If the four teams had been there, it wouldn't have taken any time at all.

Lea was annoyed and disappointed, and concurred with a female colleague who exclaimed, "Is this the kind of behaviour we want? Where are our priorities"?

According to Lea and two high profile male coaches, there were no external administrative pressures imposed to be a "successful coach," but all three agree that there was a tradition of winning at the school indirectly imposed by the community. Parents and students of the community maintained high expectations for their athletes and teams. As one male coach put it, "The parents in this area expect a lot. There has been a tradition of successes."

Lea told me "how students, two basketball players that were interviewed [for the newspaper], felt really pressured and felt that the expectations of the school and the student body was to win, and that if you don't win, it's not acceptable. It's interesting that the students would feel this as well and it's something, as a department, we have to discuss."

Last year Lea's devotion and attitude toward coaching resulted in "self-inflicted pressure," causing her temporary physical illness. She was being controlled by the hidden pressures to produce a successful team. So this year, after much reflection, she approached the season with a much more relaxed attitude. "I'm going to have fun this year coaching!" In the eyes of her peers, students and community, she was just as "successful" as in previous years, with her team placing second in the city premiere championship.

During the coaching season, Lea maintained teaching as her first priority, even though "it feels at times that it isn't." Her preparation time was used firstly to attend to curriculum and instruction matters and secondly, to extracurricular issues. When I asked her if it was a conscious use of her prep time, she said, "Yes, I think my first concern is with my classes. Am I prepared for the next class? Those are the first thoughts that go my head. I know my time and I think I can work on my classes first and then my practices. I make time for both."

She summarized her use of preparation time during coaching season, by explaining, "I use it to organize units and lessons for classes, do paper work i.e. attendance reports, marks, practices, organize tournaments, uniforms, etc. for the team, organize, intramurals." Sometimes she felt that she would "rather not have a prep for coaching and NOT coach i.e. like a science teacher who would have three preps in five days."

There are times when Lea felt exhausted and so during prep time, "I would take my books to the staff room to do work and write my journal. Sit down with Monica, she just had her hair cut, talk till 11:30, have lunch, talk to Ray. Didn't get anything done. I don't mind, it's Monday and I don't feel like working." Some days she felt that she "just wanted to waste the time."

Due to the overly extensive commitment during coaching season, when the demands on her time and energy seem unreasonable, Lea delayed the teaching of certain units of instruction. For example,

> I plan dance when I have a lot of time to plan, usually <u>not</u> when I am coaching. A problem with dance is that I don't keep up with the `top of the chart songs' or buy a lot of records. To get this music it means going to a library or borrowing records, listening and choosing suitable pieces. It is very time consuming.

Lea also avoided introducing "a new unit or trying to do something different" when coaching. "I like to wait or make sure I have the time to do a good job, so I'm not pressured."

Lea had requested to receive her "program needs time" in first semester during her heavy coaching season, but did not receive it until second semester when she was no longer coaching and also did not have as many classes to teach. This action was taken to accommodate the department head. To Lea this meant that in first term, "in any given day, I would get one prep to do everything . . .[laughing] and that includes my lunch break. So that doesn't really free me to do things. But then there's after practices and week-ends to make sure I'm prepared."

At her last school, when she was teaching new courses and two different subjects,

> there was a lot of marking plus phys-ed on top of that. So . . . I just really accepted it I guess. But the last three years I've been teaching mostly 10's and I think my prep time has really decreased. My first year was different because it was a new school. The last two years, the time that I have spent on classroom preparation has been the absolute minimum I would say, compared to my first six or seven years of teaching.

Even though Lea claimed that the amount of preparation time she needs has diminished over the years, she still had preparation to do every day and I often saw her lugging books home with her after hours. But she said, "I would rather take my work home than stay at school." "Anything I need to do I can take home with me. I don't find that our office is a great place to work! The atmosphere is terrible. So I would rather put my things in a bag, take them home and do it there, spend an hour or two, whatever I need." The office was an extremely cold, noisy dwelling, with continuous rumblings from the gymnasiums and constant interruptions from the students. It most certainly was not conducive to creative or laborious tasks.

For three or four months a year Lea's world revolves around coaching. As she describes the situation, "I have no choice. I am expected to coach." As one high school male teacher/coach explained, " . . . you coach because everyone coaches, and if you don't then someone else will have to do "your" load in addition to their own. And of course the students expect it" (Stevenson, 1984, p. 3). Her family and friends are understanding and supportive, realizing that she must spend long days at the school. Her steady boyfriend of three years, "understands, even with coaching," but suggests to Lea that she "has always been tired of teaching." His comment made her laugh and reflect. She wondered how she would feel next year when she did "not have to coach." "Maybe I will be all gung-ho again," she thought. Perhaps the time and energy presently consumed through coaching would be channeled toward curriculum and instruction. I jokingly suggested to Lea, "Maybe you would even have time to look at the guide!" She replied, "Once coaching season is over, I'm usually burnt out." When I suggested to her that she may be totally fatigued, emotionally, mentally, and physically, by the end of the season, and not just tired of teaching and coaching, she nodded in agreement. Haggerty (1982) points out the importance of investigating the effects of a teacher's total responsibilities on the development of burnout and not just coaching duties. To Lea, implementing the new curriculum during coaching season added to the exhausting list of existing teacher duties.

To the Theoretical Frameworks of Implementation

The traditional, empirical-analytical perspective of implementation assumes a hierarchical, unidirectional process wherein external experts design the curriculum and the province and school district controls its diffusion and adoption. The teacher is viewed as a passive instrument or implementer of the knowledge presented in the governmental guide. From an interpretive viewpoint of implementation, communication among consultants, administrators, teachers and students is encouraged to come to mutually understand the multiple perspectives of individuals as they interpret curriculum from within their own situations. The process of curriculum implementation within a critical orientation enables the teacher to make conscious the unconscious, and encourages a theory of action to emerge. Critical reflection uncovers underlying assumptions of self, curriculum and the social and political world, with the intent of improving self, curriculum and human conditions.

In Lea's case, the process of implementing the new physical education curriculum followed the dominant, technological framework of implementation. A curriculum guide was dropped on Lea's desk and she was informed of upcoming inservice opportunities. The consultant was very much aware of the teachers' need to talk, reflect and work together. However, due to financial and personnel constraints, few formal opportunities existed for professional exchange. Lea sought to share with her colleagues, informally and formally, but minimal opportunity to interpret together existed. Her eagerness to develop standardized evaluation procedures reflects the technical orientation, yet her intention to do so through shared understanding reflects the interpretative stance.

The implementation process in which Lea was involved did not make her conscious of her ideologies. However, her active involvement in critical self-reflection as a result of her participation in my study made her more aware of underlying assumptions and intents. Yet, this conscious awareness did not lead to overt actions to improve human conditions, but it did influence her teaching regarding the best physical education and education to offer her students. She injected her own ideas in adapting the curriculum to her situation.

The flexibility within the formal curriculum guide also allowed Lea opportunities to reflect upon herself, her relationship with students and the curriculum. To some extent, she involved her students in decision-making, exhibiting an interpretive orientation toward the implementation process. However, the lack of prescription within the curriculum, caused her considerable tension. She was torn between being "faithful to her own situation and the youngsters within it" (Beauchamp, 1989, p. 19) and doing what she perceived they wanted. She questioned her expertise and creativity, wondering, who am I--a mere teacher compared to a group of experts who developed the curriculum. She wrestled with the practice of giving personal meaning to the curriculum. At times, she would have preferred a standardized curriculum with no diversity in implementation, but this particular curriculum was structured and presented in a way that was to invite critical reflection by its users (Beauchamp, 1989).

CHAPTER V

THEME TWO: FEELINGS

Of Being Pleased and Proud

The enjoyment and pleasure that Lea experienced through teaching emerged from the positive changes that occurred in students' attitudes toward physical education and their subsequent change in behaviour. Those students who said, "I don't want to take this stuff (jazz)", ten minutes later exclaimed, "I like that"! The moments of excitement and success for individual students "make it all seem worthwhile" to Lea. Helping individuals overcome their feelings of fear, embarrassment and incompetency in the pool, on the ice or on the balance beam, for example, filled Lea with feelings of pride. She, herself, displayed the same exuberance when she saw a proud student calling excitedly to her friends to "have a look" as she walked along a low balance beam, holding onto Lea with one hand. The student exclaimed, "I can't believe I use to do this when I was little." The challenge of learning how best to assist each student to cope with perceived inadequacies and enjoy physical activity was a most rewarding experience for Lea.

The creation of unique, original sequences of movements designed by individuals or groups of students filled Lea with feelings of pleasure and pride. She was quick to praise her students "for their efforts" without fully realizing the positive impact of her support on the results. Naturally, she was disappointed with the lethargic, disinterested students who she could not seem to help or motivate to create a sequence.

The classes that Lea said were "always a pleasure" were those in which "everyone is working hard." She mentioned this over and over again. The group that she particularly enjoyed "was cooperative, friendly and enthusiastic - although at the beginning of the year I worried because they did not appear skillful--therefore, they may not be enthusiastic about physical education." However, Lea was pleasantly surprised as "they tried very hard." Unfortunately, Lea had to give up this particular class and accept another half way through the school year.

When students "are responding to instruction and really trying to do the tasks assigned" class instruction went smoothly and Lea called teaching a "pleasurable experience." Sometimes it meant having to "weed out the trouble students" in order that "the class will respond to activities." But as Lea implied, this did not usually cause a problem because the trouble students would drop the course voluntarily, realizing that they had accumulated absences, missed examinations and received poor grades for "effort and attitude."

Fewer numbers of students in a class sometimes made teaching a more pleasurable experience for Lea, " . . . progress is a lot quicker, easier to spend time with all students." The students often had more opportunities to converse with and get to know their classmates, and thus friendships developed. Lea liked to see the girls, particularly loners, become more secure and relaxed in the class, and begin to fit in with a group of peers. The smaller classes appeared to have more opportunities for individuals to find their niche. Lea said that it was interesting to observe "how certain individuals adopt others," as we discussed some "unusual pairs" from our perspective. Her smallest class was least responsive at the beginning of the year, but turned out to be a "pleasure to teach" in the end. Lea attributed the change to the time available "for students to come to know one another, to come to know you and you to know them."

As Lea derived great pleasure from coming to know individual students, it was no wonder that she enjoyed other opportunities to come to know students better. She enjoyed accompanying co-ed students on school ski week-ends. The positive attributes of the situation greatly outweighed the inherent drawbacks of the experience. "In general, on a ski trip, students are well behaved," but unfortunately there were a few that tried to spoil it for the others by drinking alcohol. Lea did not think that future trips should be canceled because of these few. "It's only night supervision that can be a problem, usually students are good. I find it hard staying awake until 11:00 p.m. bed check." She "looked forward to the ski trips," because they were a "break," a "pleasant change" and she "loves to ski." The trips provided an opportunity "for me to get to know some other students in the school, usually a small group" and to come to know them under different circumstances.

Coaching provided another means of coming to know and understand students outside of the classroom setting. Some team members were also students in her class but Lea did not treat them differently from other classmates. With Lea's "new relaxed" outlook on coaching this past year, she enjoyed a healthy, rewarding season with some self-initiated anxiety that added to the overall satisfaction. She felt elated when "her girls" won several tournaments, but experienced more pleasure from "seeing the girls improve as a team, working together and being supportive of one another." She had to encourage those individual players "on the bench" to truly feel like an integral part of the team. She attempted to reinforce this belief by showing her confidence in them as individuals and as players, by having them participate in meaningful games. This practice, although contrary to that of other coaches in her school, was a necessary ingredient to Lea's enjoyment of coaching, despite the final outcome of the games.

Pride was obvious as Lea talked about the success of individuals and teams within the school. Although not obsessed with the "track record of wins," she was very much aware and proud of their accomplishments. She "hadn't been to a football game in three years," but tried to spectate at interschool events such as male and female volleyball, basketball and gymnastics. She enjoyed watching sports, but realized that she would rather do other things during her free time, away from coaching and teaching. Lea quietly complimented students in passing, as she did in class, for their efforts, (win or lose). She particularly enjoyed the performances that took place at her school, during the day, of students doing something for the school and a cause, such as the "7,600 or something cartwheels."

Despite the frustration of not having nearly as many students involved in intramurals as she would like, Lea did "enjoy intramurals. I've worked with it the last five years. It's a nice opportunity to work with students in physical activity, in a non-competitive situation. We offer a variety of activities, students sign up with their friends and schedules are drawn up and posted. Usually see the same kids participating in most activities. The students that do sign up do play and seem to enjoy themselves." Their enthusiasm kept Lea optimistic and motivated her to continue to come up with ideas to please the students.

Her interest and pleasure in organizing activities for the masses is apparent through continued leadership role in the Alberta and Canadian Intramural and Recreation Associations. For several years, Lea has presented local and provincial workshops on training student leaders, and she, herself, voluntarily had two senior students assigned to her for the year. They were registered in a Leadership course for five credits, and met with Lea regularly to learn how to organize and present activities for P.E. 10 classes and intramurals. Lea enjoyed the contact with Tara, "she is great," and was pleased with her learnings and accomplishments. However, "Bob has been very unreliable, never shows up for meetings and will be dropped from the course."

Like many teachers, Lea did not enjoy marking, but did enjoy handing all her grades in--finally. A total sense of relief and satisfaction took over when she had her grades completed. Lea liked to get her marking done as soon as possible, especially before any major commitments, so she could then devote herself to one thing at a time. In this way too, she could enjoy holiday time. "I don't want marking over the holidays. Marks are due the Friday after the break. I don't want to leave things until after Spring break." She was just beaming the day she said, "handed in my computer sheets, nice to have it out of the way, a day early too."

Of Being Tired

Although the responsibilities of the physical education teacher can be very physically demanding, Lea found the mental and emotional stress associated with repetition more draining. Despite the incredibly long, active days, it was the monotony of daily, mundane routines and "teaching five or six classes of P.E. 10, the same lesson over and over" that was most tiresome. In a recent investigation of stress and burnout among teachers and administrative personnel in Lea's school district, Ratsoy (1986b) reported emotional exhaustion as a significant contribution to the stress of secondary high school teachers.

Lea claims that,

> I'm at the point right now where I'm getting a little frustrated with teaching! I'm teaching all grade 10's. I need changes and challenges. I can't keep doing the same thing over and over again. I come to school and I'm teaching five classes of P.E. 10 gymnastics. I can't understand people thinking that everyone wants to teach all grade 10 so it is easier! It's boring! The same thing everyday and it gets to be monotonous. I would like variety, challenge, change.

Lea found it difficult to recharge for each and every class "and when I'm not as motivated, I don't think that I do as good a job."

When Lea's schedule was not totally dictated by assigned facilities and available equipment, she planned different activities to happen during the same day. So she taught units of badminton, skating, weight training and gymnastics at the same time, rather than having all classes participate in gymnastics.

Lea found it amazing that some

> people have done the same thing for twenty five years and have really had no change in their routines at all, and they seem to be content . . . . This is my ninth year of teaching and I still have twenty-one years to go! I have to be challenged, otherwise I just get really frustrated with what I'm doing. And I'm thinking that if I change into sciences in the next few years, I'll still have 20 years left of teaching, then how am I going to keep teaching that for the next 20 years. I'm only what--a third of the way through. Retirement is a long time coming for me!

According to Lea, the "typical, daily routines" added to her feelings of exhaustion and periodically affected her attitude toward her classes. As Lea dialogued with work, these feelings shone through,

> OK, you're just another day--the usual routine, start class, take attendance, teach the skills, review, give feedback, go for coffee, answer questions, deal with excuse notes for not participating, pick up my mail, go through the notices, read, throw out excess paper, eat lunch, prep--plan for period 7, actually it's already planned.

The first daily routine in the early morning class was reading "Tumblenotes." Each teacher was expected to read the newsletter to the first class of the day. Sometimes there was so much information in it that Lea deemed it a "waste of a lot of time," so she selectively read parts to her class. It was a valuable means of communication among students and staff but "took too long" some days.

Other daily tasks related to equipment and facilities were tiring to Lea, as her physical stamina as well as her enthusiasm began to deteriorate throughout the day. She got very tired of "getting out equipment, setting up the nets, putting the racquets away. Even though you have kids there to help, you still have to assist and supervise." Lea did not enjoy going back and forth all day long, perhaps to and from the field, tennis courts, or pool, and carrying equipment as well. When we went to the rink she carried her skates, her cassette player and tapes, lesson plan, attendance sheet and task cards. Some of these days, we went to the rink twice and then back to the pool also. She figured that "other teachers" would get tired of it as well and not think that, "oh, there they go again to play"!

There were many days that Lea and her students spent outside, "not enjoying ourselves relaxing in the sun as some teachers might think." Some days, the weather was unpleasant but the schedule required that the class be outside unless absolutely impossible--unhealthy or unsafe conditions for the students. Lea "hated being outside when it's cold and windy, the students stay warm running and playing but I stand and referee. I can't yet run on my ankle [athletic injury], can't even jump around to keep warm." Despite our layers of clothing, Lea and I remained chilled all day long because the office was extremely cold as well and we did not have an opportunity or a place to warm up.

Many days the pace of work was even faster than usual, with one responsibility falling directly after another. No breaks at all, making the day seem "exceptionally long." For example, Lea may have had several meetings to occupy the perceived free time, "Department meeting at noon, staff meeting at 2:00 and parent-teacher at 7:00." With Lea's intramural responsibilities every noon hour, she was often engaged "from 8:00 a.m. till 2:00 p.m. without a break. It makes the day long and very tiring and I feel I need a break." That was the reason why Lea "has always asked for period 5 and 6 spares, which are before and after the lunch hour." I noticed that many days Lea did not have time to eat lunch until 2:00 or 3:00 p.m. Beginning teachers are not the only teachers who feel "really tired" after a "long hard day" (Departments of Elementary Education and Educational Psychology, 1987, p. 89). After several years of teaching experience, Lea still found her days to be fatiguing. Like many other high school teachers, Lea's demanding hours and workload was contributing to her experiencing burnout (Ratsoy, 1986b).

Of course, the days during coaching season were even longer, as after school practices and games were tacked on to the end of a regular teaching day and onto most weekends as well. Particularly through the first three months of school, "there is not a free week-end to call your own." It was no wonder that by the end of October Lea spent an entire Saturday sleeping. "It was my first break in five weeks." Lea, like many other experienced physical education teachers, wants to retire after several years of coaching. "You are expected to coach--but you get tired of coaching." Near the end of the season, Lea one day mentioned how there were "only three more league games and then play-offs and then city finals." I sensed that she was looking forward to the end of the season. Although the one advantage of being so busy according to Lea was that "the time went by quickly."

After tournament week-ends, Lea arrived Monday mornings already feeling tired and claiming that "it's only the beginning of a long week." She was adequately prepared to teach her classes, but did not possess her usual vigour and vitality. It took her awhile to "get in the groove." Week-end tournaments and play-offs did not necessarily mean road trips away from the city or even the school, but the preparation for a major tournament was just as tiring as the coaching. As well as the prior organization, Lea ran around most of the day helping, making sure jobs were completed. She empathized with the department head's role in such school undertakings. "I'm tired but I can imagine how Ms. Thompson feels and she'll be here until 10 or 11 o'clock tonight. I'll be back tomorrow to help."

The "days seem longer" to Lea when she is in a team teaching situation. "I feel the classes are longer when I'm only teaching part of the lesson. I go around and help individuals but time goes slowly." She would rather "work with a smaller group, teaching and assisting students for the period, than share the teaching with a large group." When she was not actively involved with teaching, time dragged by and she became increasingly less motivated and energetic.

When Lea's students worked independently, creating and practicing routines for example, feelings of fatigue and boredom enveloped her. "The students are working on their own, planning and practicing routines. I don't do a lot--help them plan, give ideas and suggestions, make sure they're on the right track. But they don't need me to help at this point. I check for problems and help with technique on skills. The time goes slowly." Even though Lea perceived these practices as invaluable learning experiences for her students, she seemed to experience feelings of guilt as well as feelings of tiredness. She perceived that she was not actually teaching or in control.

At the beginning of every lesson, there was a flood of students knocking at Lea's office door. Some asked, "Do we have to change"?, even though they had had to change into appropriate gym strip for the previous five months. But most of the students wanted Lea's undivided attention to explain their absence from a previous class and hand in an excuse note, if they had remembered to bring one. Nearly every day at roll call someone had to be reminded of her responsibility to account for her absences.

The continuous task of dealing with student absences sometimes became overwhelming. Lea said that she "gets tired of this sort of thing." Lea thought that too much time was spent questioning students about absences, phoning parents, filling out commitment forms and other administrative details. Most parents were supportive of their child's absences regardless of the excuse, so "it is [was] difficult for us, as teachers, to make any changes in the student's attitude and behaviour." Lea said that parents do not condone students skipping classes, or drinking alcohol on road trips, but inferred that the parents are still willing to support their children.

Creative, new ideas came to Lea occasionally, but she was often "too tired to actually do anything about them." She merely thought about what she could do. Next year, for example, she was going to have the physical education aide install glass over the gymnasium bulletin board to protect notices, announcements and schedules. She may even put up some displays to motivate students, because "the way it is now, everything gets ruined."

Feelings of envy toward other classroom teachers surfaced when Lea complained that she never had opportunities "to dress up." As a physical education teacher dressed appropriately for physical activity, she was always in a sweat suit, shorts or a swimming suit. I noticed that when something atypical was happening during a day, Lea would take the opportunity to "dress up" as she grew "tired of wearing sweats all the time." There were several days in June, during final examinations, when Lea looked lovely in her street clothes. In response to my compliment, she commented that, "at this time of year most of the teachers dress down, but I like to dress up."

Becoming tired of many everyday hassles and annoyances appeared to be contributing to mild symptoms of burnout in Lea (Ratsoy, 1986a). There were several days when Lea felt that she was simply "going through the motions." She was not as enthusiastic as she would have liked to have been. She did not have the time, energy, or inclination to work with the new curriculum. Although she was not prompted to retire, like many other teachers suffering from burnout, she was "looking forward to a change" in subject area emphasis. She was anxious to teach science or Career and Life Management, while maintaining part-time status in physical education.

Of Being Frustrated

Although Lea was always accommodating toward her peers, she occasionally expressed frustration over the mix-ups in facility scheduling. She did not overtly display her displeasure because she said that it was the department head's "first year at planning facilities." However, there was no reason why the confusion could not have been avoided. Several times, I saw Lea in her typically cooperative fashion, compromising to solve the problems--but she did most of the compromising. In her strongest words, Lea exclaimed "it's frustrating to not carry out the plans for a unit."

There was a facility conflict when Lea was about to start a week of gymnastics. "The facility schedule is not correct again. I am so frustrated with the mix up in scheduling. Stan and I are both booked into the small gym for the next two weeks. He's doing basketball and I have gymnastics in the mezzanine. Talk to Stan, I don't want to give up my time when I have planned my unit with the use of the gym. Stan says he can't do basketball in the mezz and I can obviously do gymnastics. How do I argue that? I said

I'd use the mezz but need one class next week to test for floor exercise. Stan is not too happy."

This type of mix-up was not uncommon and it usually involved a compromise for the length of an entire unit and not just one class period, as in the case of losing the gym to a special event. Lea was booked for a unit on weight training in the mezzanine but the P.E. 30 class wanted to use that space for gymnastics. I thought perhaps the other teacher would do the compromising this time. But Lea said to me, "Will compromise, no actually I shouldn't have to compromise. I am scheduled to use the facility but will use the small gym and the weights so they can use the mezz for gymnastics." She would not have changed her plans if she thought the changes would hinder the quality of her teaching or present an unsafe environment for the students. She believed that it was important to be cooperative and adaptable whenever possible, to have the department work together, cohesively.

Occasionally the frustration with scheduling was caused by the school administration planning a special event for the gymnasium during class time and then forgetting to inform the phys-ed staff. In such instances, the teachers were "expected to make alternate plans." They were encouraged to go to a classroom for the phys-ed lesson, "but there are none available" or go outside to participate, "but it might be cold and snowing." Lea adjusted well to these last minute changes, attempting to do what was temporarily best for her students, but the situation left her annoyed and frustrated, particularly if it happened frequently within a short period of time.

Lea complained that some weeks were "a total waste of time, as there is not enough time to do everything." Some weeks went by as planned and others did not. Sometimes there were so many other things happening, there was not enough time left for teaching. "It seemed as if you're not even teaching." Special events in the gymnasium may be scheduled for that week, as well as a professional development day, a teachers' convention, tournament, workshops or inservices that Lea is attending or presenting. There would be an insufficient number of regularly scheduled classes for Lea to effectively teach the unit that she had planned.

Testing and evaluation procedures at the end of each unit caused Lea concern and uncertainty. She became frustrated as she saw the days slipping by and she "still had testing left to do." There seemed to be a lack of time to effectively cover all the content and still test the students' skills and knowledge. Some classes had fewer lessons to begin with and then they would miss another one or two lessons because of a tournament or examination writing scheduled in the gymnasium, for example. She worried, "I don't know how I'll get all the testing done--is it worth it"? The teachers investigated by Decore (1988) and the Departments of Elementary Education and Educational

Psychology (1987) expressed a similar quandary. At the beginning of each unit Lea attempted to appropriately plan instruction for the specified time period, allowing time for evaluation, but she often seemed to "feel pressed for time."

As a physical education teacher, Lea had become very tolerant of working in a noisy environment and teaching her classes with many distractions occurring at the same time. However, even though she was "accustomed to the noise of the gymnasium," she complained that, at times, "other teachers or their students can be very inconsiderate. But I think they forget"! One day there were "three tapes going." There was music flowing from two gymnasiums, and balls bouncing in another, and we were above the gymnasium in the mezzanine, playing music as well. Some of the music was unnecessarily loud and annoying. Lea always spoke quietly, no matter how loud the surroundings, but in this way her students were forced to listen and to move closer to hear what was being said. Some comments were repeated, if a strong male voiced boomed from next door.

Lea revealed sources of frustrations when we discussed having guest instructors in to teach in their area of expertise. She thought that an expert could offer the students the knowledge that she did not possess and the situation would also provide a "nice break for me to participate and not teach, and a break for the students as well." However Lea was disappointed "at the number of students away. It's upsetting to bring in a guest for students and have them take advantage of the situation, especially P.E. 20 as they are supposed to be here because they want to be." Lea was annoyed with her students for missing out on the content and the change of personnel and with their lack of respect and courtesy for the guest. She had made an effort to include a unique activity and an enthusiastic instructor, but the students did not view it as important to attend.

Some of the guest instructors were not as competent as Lea would have liked. They were experts in their field of knowledge and skills, but "unfortunately these people often don't have the teaching skills or understanding to work with a `typical' P.E. class." Therefore the lesson was not as effective as it might have been.

Students not showing up for intramurals was almost as frustrating for Lea as students not attending classes. As much as Lea enjoyed the role of intramural coordinator, she found it frustrating when she and her assistant had spent time, energy and creativity in preparing for the noon hour activities and then very few students showed up to participate. Sometimes she had borrowed equipment from other schools and agencies, and had solicited local merchants to donate prizes. I recall the extensive preparation for the "Mini Olympics" and then only five grade 10 boys showed up. So Lea allowed them to participate anyway, presented them all with prizes, and then returned all the equipment that she had had to borrow. The boys' enthusiastic response made Lea feel good about her efforts but she was still frustrated that more students had not enjoyed the experience.

At Lea's school

> the student council has control over special events that may otherwise be appropriate for intramurals. It takes away from intramurals. The only special activity that has been successful is beachball volleyball done in conjunction with the Students Union Tropical Days.

Lea asked the student council to produce some suggestions from the students' perspective and indicate preferences of noon hour intramurals. She was always searching for new ideas. At her last school, Lea taught a leadership course that initiated and implemented ideas, but this was impossible here.

Lea thought that a "drop-in" concept might accommodate "fast-moving, flexible schedules, and the lack of commitment evident in today's youth--a sign of our culture and the times. The `Y' and fitness centres are doing it." She thought that "maybe some students could run a session for aerobics, Tuesdays at lunch, so that you could come when you want." But no matter what activity she tried to introduce, the only "drop-in activity that partially flourished was badminton." Lea was concerned, "It's frustrating in that the students are not committed and or interested in intramurals. Students want an open gym to play basketball or don't want to get involved." "They are not interested in activity during the lunch hour. I don't know why, maybe it's an age where smoking in the parking lot or hanging around with friends is more important."

Of Being Powerless

Throughout the year, Lea experienced many subleties that made her wonder, at times, how much control she possessed with regard to herself, her program and students. She questioned her interest in teaching, her goals and objectives, her skills and competencies. She wondered if her professional concerns were being heard. She wondered if anyone cared what she thought. "Am I appreciated"? entered her thoughts. At times she began to think that maybe she should not be so concerned, continue to "do her own thing" and let others make the decisions.

In this particular school, tradition played a major role in decision-making. The dominating staff members had been there a long time, several of whom had taught physical education, here or elsewhere, for fifteen to twenty years. They did not appear to Lea to be interested in changing "what has been done before." The school administration also continued to place considerable decision-making power with the department head. The department head determined timetables and "assigned facilities." There was no opportunity to decide when one preferred to teach aquatics or how long the unit should be. Lea was forced to plan units reactively, according to the schedule assigned by the department head. However, there was minimal space for discussion and minimal flexibility for changes to occur.

Some teachers ended up with only a two week aquatics unit, whereas others who did not possess interest or expertise in the area, were assigned four weeks. But as Lea explained, as teachers they have some control once their schedule is known, because they can plan their daily lessons. "What you do there--swimming, synchronized swimming or diving--some of them do water polo games--is up to you."

It really bothered Lea that the teachers were only allowed "to react to our timetable; we are not asked to fill in teaching requests or expertise" prior to timetabling. Lea said that she was "never asked what I would like to teach. It seems to go on seniority! Stan and Sally always do the 20's and 30's, and Bill only the 10's. If the same people are always doing it, there's more difficulty in achieving continuity throughout the program, from one grade to the next." Lea said, "You have to ASK for 20 and 30 because those courses demand extensive administrative responsibilities that "may interfere with coaching time." However, Lea felt well qualified to teach them and surely "would like the change and variety that they offer."

Not only was Lea told what classes she would be teaching, she was also told that she would have to exchange one P.E. 10 class with the department head in the second semester, half way through the school term. Lea was not overly pleased about the arrangement and never truly felt "at home with the class." The students were not "accustomed to my [her] ways of doing things." It seemed that it was difficult to motivate and please these students. Lea received conflicting responses about the activities in which they had already participated. She was attempting to plan the rest of the year, by allowing her new students some input into the decision, but their contradictory suggestions were not particularly insightful. She had some difficulties with the behaviour of the group as a whole because " . . . you can't train the students the way you want them." Lea said that they, as a school, "now have very little of that--switching classes mid-semester isn't a good idea."

Lea also had no control over the size of her classes, as a result some classes had too few students and some had too many. One colleague suggested that students be allowed to "shop for teachers" as they do in a couple of other city high schools. Lea saw this practice as "inappropriate" and disagreed with the suggestion. "Classes would then be really unbalanced." A student had approached Lea in September to switch into her P.E. 20 class because of a "personality conflict with her present teacher. Lea said, "No", and the student ended up enjoying her scheduled teacher. Lea enjoyed "the smaller classes better" because it was too difficult to get to know students in the large classes."

Lea's experience with the vice principal regarding student absences and student behaviour problems was disappointing and left Lea questioning her power and the support of the administration in such circumstances. She did not rely on the administration to handle her classroom problems and never sent students down to the office. She preferred to cope with things herself and thought that "discipline was her responsibility." Discipline was never a problem for Lea until she experienced Monica, a disinterested, disrespectful, insecure young lady who enticed others to follow in her footsteps. A repeated offender of absenteeism, as well as classroom disruption, Lea finally sent her down to the office. According to official school criteria, the student should have been removed from class. The student kept reappearing and it took Lea, several "unnecessary" consultations with the vice principal for action to occur. Lea was annoyed with the entire situation and questioned her sense of power, "Why bother"?, and the existence of the rules.

About a Perfect World

Like most professional educators that I have come to know, Lea dreamed of a world in which her area of expertise, the teaching of physical education, receives the respect and attention that it deserves. Changes to existing beliefs, values, understandings and practices need to occur in order that physical education receives the importance to which it is entitled, she suggested. As she described her perfect world,

> the first thing I would have is the importance placed on physical education so that it is not considered to be the class where you throw out the balls and everyone just plays [pause] and so that there is more of an awareness of what physical education is about--by the public and the school, all teachers and all students

> [pause] and that it is not considered by students to be unimportant and that it doesn't matter if you go to class or not [pause] and that the attitude toward physical education is such that we could give the students opportunities to be involved in lifelong activities, for example in the grade 10 program where physical education is compulsory rather than just stressing it in grade 11 and 12.

To make "everyone", as she said, aware of the importance of physical education and to change existing attitudes, Lea felt that more "leadership from downtown" could be overtly displayed. Lea was very supportive and complimentary of the existing personnel in physical education services and was aware that "it is not their role to come out to the schools." In her perfect world, Lea felt that there should be at least "someone who knows what you are doing." She compared her decentralized system with another major district, which not only had one strong leader but also three or four physical educational specialists. Lea was impressed with the leader's perspective of and commitment to ongoing development of physical education as a creditable subject area. On a professional development day Lea had the opportunity to visit this gentleman, the head of physical education, in his own city. Lea said that,

> when he hires someone he asks them what they plan to do and what is going to be their commitment to physical education. He would go out and elicit teachers. He would keep involved and aware of what was going on. He would go out and visit these teachers and say to a teacher, 'You said that you were going to do such and such. Why haven't you? When are you?' He made sure that the teachers _kept_ involved--that they go to workshops, get involved in projects, committees, organizations, so that they're not just doing one thing or the same thing over and over, that they grow professionally.

Lea continued to say,

> As an individual, you then feel that you have these responsibilities and that this person cares that you get involved and that you are trying to grow. He encourages you.

She did not want teachers to experience pressure or fear from external control, but reiterated the wish to have "someone who cares" about what you are doing in the classroom and in the profession.

> No one has ever told me--this is what I want to see in your classroom. This is what I expect. Nobody has come into observe whether or not I am doing the curriculum, so I don't know what they expect. And even when you talk to physical education downtown--well, nobody is going to come out and see if you're doing it right or wrong--or how you interpret the curriculum. I think everyone interprets it differently. So I've interpreted it in my way and I'm doing that in my classes, but is that right or is it wrong, or is there a right and wrong? See I don't know.

Lea thought that growth and development should be encouraged in a school system, and opportunities for growth made available to all teachers. She realized, of course, that all teachers were not interested in change and suggested "that's the way they'll do it for the rest of their lives! There are some who do the same thing year after year and have very little growth as a teacher." Lea's perfect world would include professionals who were interested in continuous growth and willing to make changes within their teaching world.

Some changes in attitude and behaviours would occur as the result of "improved communication" suggested Lea. Although she felt comfortable in her present environment and did "what I perceive as important," she wished that more "little things, like communication" could be encouraged and enhanced. "More communication and involvement of the entire staff toward curriculum" in her world, would help make the adoption of a new curriculum a meaningful growing experience. As Lea emphasized, "in department meetings we deal with a lot of interschool items. We barely get to curriculum." Lea would like to make curriculum a priority within her department, "plan together and work together." She suggested that,

> maybe each year, as a department, you decide to focus on a specific unit like Outdoor Education, or one each semester--to develop and to work on continuity. For example, if you are working on skill development and doing diving in grade 10, 11, and 12, there's some continuity and you're not starting from the same basis each year. Looking at how you could introduce levels into the classroom.

Lea envisioned curriculum implementation as being more effective and meaningful if curriculum was discussed more frequently at department meetings in all schools. She wondered what physical education could do to ensure that the new curriculum, for example, was in fact, being implemented. Unlike "academic classes who have to write departmental examinations" and "meet the standards," physical education did not have any form of accountability. Lea did not suggest departmentals, but had discussed system-wide evaluation alternatives with colleagues. Lea thought that there had to be some way to "know if the new curriculum is being implemented."

Lea's interest in evaluation was evident in her role on the city's evaluation committee. The continuation of the seven specialized curricular committees formed with junior and senior high school teachers was to be a critical component to Lea's perfect world. She hoped to create a conscious awareness among teachers of the evaluation procedures of others. She truly felt that the sharing of ideas was vital to disseminating concrete, useful information and resources, which may, in time, lead to some consistency in evaluation throughout the district. "It's useful to find out what other teachers do" reiterated Lea. The curricular committees would continue to investigate alternatives within their area and make the results "available to all teachers." But as Lea suggested, "it's a major expense to send it to each teacher and what's the point if it's going to be filed." Teachers would thus, have to be "self-initiated" and request temporary loan of the materials from central office.

Inservices are an effective vehicle for sharing ideas and thus increasing the likelihood of curriculum adoption, offered Lea. However, she thought that for an inservice to have an impact on teachers' behaviours it was imperative that all teachers attend. If Lea could have her way, she would ensure that "substitute teachers could be brought in during the school day, not after hours," to involve every physical education teacher in a firsthand experience. "The way it is now, if you're not self-motivated, you may not attend," said Lea. "These things are publicized. A notice is sent out and if you want, you can go and get involved." If all teachers were to attend, there would be an opportunity to share and learn from one another. It was vitally important that the senior high school physical education teacher "know what's happening in grade 7, 8, and 9," Lea stated, so that there would be "some continuity from grade 7-12." She thought it important that "we see what the junior highs were doing and they saw what we were doing."

About the Theoretical Frameworks of Implementation

Due to the role and behaviour expectations of the teacher within the prevailing empirical-analytical framework of implementation, the teacher is dehumanized and stripped of autonomy of thought and action. The teacher, as an isolated technician, is left to implement the curriculum. The interpretive perspective of implementation allows for, and encourages, communication among all participants engaged in the process. From unique perspectives, consultants, administrators, teachers and students converse in order to interpret and come to mutually understand their own and others' point of view. From a critically reflective stance, the teacher reflects upon the assumptions, interests, values, motives and perspectives hidden within herself and the curriculum, in an attempt to improve the curriculum for herself and her students. The personal feelings she experiences are allowed to emerge and impact upon her teaching.

In Lea's case, she was left alone to implement the curriculum, as is typical of the empirical-analytical perspective of implementation. She experienced feelings of pride, exhaustion, frustration and powerlessness and did not have opportunities to discover how others felt in, perhaps, a similar situation. Lea would have welcomed increased communication with colleagues to share experiences and to discover how others gave meaning to the curriculum. Lea would also have appreciated some recognition and confirmation of her efforts. For example, an occasional "pat on the back" would have been reassuring and motivating.

Although feelings of powerlessness dominated Lea's involvement in the implementation process, she continued to allow her personal feelings and subjectivity to influence implementation within her own class. She continued to experience a limited amount of personal autonomy within the confinements of the gymnasium, despite the internal tensions she was experiencing.

Any emancipation from imposed constraints from the implementation process and the curriculum itself was due primarily to my presence. Our continuous interaction and critical reflection uncovered philosophies and assumptions about one another, the curriculum and the implementation process.

CHAPTER VI

INSIGHTS AND IMPLICATIONS

Natasha and Lea's Story

As I prepare to allow the insights from my study to unfold, once again I find that my mind is totally absorbed with thoughts of a beloved one. I want to write about the experience of coming to know and understand somewhat of the lived world of another human being, but find that preoccupation lies with thoughts of the forthcoming corrective heart surgery of our three and a half year old daughter. Concerns and anxieties dominate my total being and I find it difficult to focus on the task before me. Consciously, I attempt to repress my thoughts of our daughter, Natasha, but find them to be emergent and overpowering. Feelings of anxiety, frustration and exhaustion flood throughout my mind and body. I cannot divorce myself from these feelings and realize that they are my lived-world and the perspective from which I must write.

I **ASK THAT** my readers share in my experiential search for meaning, as I, like my teacher, continue my struggle with the tensions of "becoming" (Aoki, 1989, p. 13), that is, coming to understand myself and others as "embodied beings of wholeness" (Aoki, 1989, p. 13). . . as I attempt to unify "doing" and "being" through reflective thoughtfulness.

I **ASK THAT** my readers share, retrospectively, in my interpretations of the lived-world of a physical educator actively involved in the process of implementing a new curriculum, and that they interpret, identify, reject and use those insights in the manner in which they would use their own personal experiences.

I **ASK THAT** those individuals responsible for planning curriculum implementation listen to the voice of one teacher who lived the experience of implementing curriculum as a "thinking, deliberating agent oriented toward action" (Connelly & Elbaz, 1980, p. 109), and be sensitive and responsive to her unique perspective and orientation to curriculum change (Thiessen, 1989; Werner, 1988).

I wonder if it is humanly possible to attempt to become a wonderful mother, a loving wife, an outstanding student, a master educator . . . . Just thinking about the demands to merely fulfill each of my perceived roles exhausts my whole being. Am I physically, mentally, socially and emotionally capable of coping with the endless number of responsibilities and tensions? I surely hope so. I feel that my priorities are in place, sufficiently flexible to adapt to unique and perhaps, immediate, circumstances. Natasha's recovery, for example, will demand that I immerse myself in the role as Mother for several weeks. Are my expectations in fulfilling each of my roles to the utmost of my capabilities reasonable? Can I sustain the struggle and avoid total fatigue?

My weary thoughts turn to the incredibly demanding world of the teacher of my study, Lea. I worry that she is displaying mild symptoms of burnout in her attempt to be a dedicated professional, teacher, and coach. She has expressed a need for change in her teaching routine and a break from coaching. Burnout, according to Maslach (1978), is prominent in individuals engaged in people-related work. It is the "inter alia the crisis of the '80's" and the "disease of modern life" (Maslach, 1983, p. 29). Haggerty (1982) suggests that the total work duties and responsibilities of an individual affect the development of burnout and not just the duties of coaching. Research indicates that "the work overload" experienced by Canadian teacher coaches, like Lea, is a major contributor to burnout (Quigley, Slack, & Smith, 1987, p. 268). Thus, I was not surprised when I discovered that a professionally committed teacher like Lea, did not always find the necessary motivation, time and energy to implement the new curriculum as she intended. Even though she maintained teaching as her top priority, during coaching season, her intentions waivered. The preoccupation with interscholastic athletics within Lea's school proved to be a constant barrier to meaningful dialogue about the new curriculum.

I believe that it was Lea's positive experiences with her athletes, as well as with her classroom students, that helped lessen the effects of work overload. She experienced a positive increase in self-esteem and confidence from being able to successfully influence her students (Blase & Pajak, 1986). She enjoyed the socialization with student athletes and seeing them learn and improve.

I **ASK THAT** school administrators and colleagues be wary of emerging signs of burnout in our physical educators, for any form of stress is significant and "a matter of concern" (Ratsoy, Sarros, & Aidoo-Taylor, 1986, p. 282).

I **ASK THAT** teachers and administrators rethink the apparent conflict of the teacher/coach role of the physical educator. Although there is potential for these roles to be complementary, it appears that in most instances, the coaching role dominates. Can the teaching role be awarded the same prominence as the coaching role?

When I think about all my affairs that need attending to before the proposed surgery date--I panic. There is never enough time! When am I going to fit in all these jobs. A month ago I thought that THE day would never come . . . the days seemed to be passing by so slowly. And now--I am not ready. My lived-world always seems to be dictated by time-lines and schedules, with a million things to accomplish by a fixed-time. The calendar and clock appear to dominate my life.

Living in a world governed by bells, Lea often spoke of her experience of implementing curriculum from a temporal perspective. It was not unusual for her to complain of a lack of time: "How am I going to find time to evaluate"?, "Guess I won't have time for lunch today.", "They only gave me two weeks at the pool." Lea was conscious of the time needed, for example, to plan and organize lessons, grade assignments, and to familiarize herself with new materials and activities. She priorized her tasks and never appeared to waste a moment of precious, productive time. When Lea received the new curriculum guide, for example, she realized that she could not satisfy all the perceived demands at once. She did not "jump into the change immediately" (Werner, 1988, p. 100) but took time to become somewhat familiar with the new curriculum. Lea already knew that time was required to make the necessary changes that she anticipated. Like all teachers engaged in implementation, she attempted to resolve the tensions between fixed-time (timelines, schedules, and the clock) and lived-time (their engagement with the task at hand) through her decision of when and how to initiate implementation (Werner, 1988).

I **ASK THAT** those responsible for planning curriculum implementation be sensitive to the realities of lived-time as well as objective-time (Werner, 1988). I caution program developers not to forget the demands placed upon a teacher's time, whether experienced or inexperienced, for planning, experimenting and reflecting (Decore, 1988; Departments of Elementary Education and Educational Psychology, 1987; Werner, 1988). For as Fullan (1982, p. 41) points out, "a time perspective is one of the most neglected aspects of the implementation process."

I ASK THAT there be a "willingness to continuously modify timelines, as well as an openness to criticism of the reasons for how time is allocated" (Werner, 1988, p. 107). Inservices, for example, could be scheduled according to the presupposition that every teacher's needs are unique and that difficulties with implementation will arise in a different sequence for each teacher (Thiessea, 1989; Werner, 1988).

Over the past two months, there have been many times when I have experienced isolation from myself and from my world--times when even my husband was unable to reach me. I have felt that no one else could understand the grief I was experiencing. Perhaps I did not want to share with others. Perhaps I did not want them to be able to understand what and how I was feeling. As feelings of isolation overwhelmed me I finally reached out to seek the support of friends, relatives, and total strangers. I had learned from Lea, the importance of sharing concerns with others, but did not realize the comfort received through conversation with parents who had experienced similar misfortune. I became more sensitive and sympathetic towards others, forgetting my own sources of grief, as I learned of unfortunate situations in other families. Comfort and reassurance were extended my way.

More recently, in hopes of maintaining a healthy child for the operation, Natasha and I have been physically and socially isolated from others. As social beings, we both welcome the opportunity to interact with our friends. Natasha has truly missed playing with her peers and I empathize with her every time she asks why she cannot play with Nicholas. Playing with Mom simply is not the same. We need opportunities to communicate with our peers.

Although, externally Lea appeared to be content doing her own thing, without inference or contact from her colleagues, she invited conversation. She experienced a sense of belonging, unlike many beginning teachers who initially need to seek out a network of fellow teachers for support (Decore, 1988; Departments of Elementary Education and Educational Psychology, 1987). Yet she believed that more communicating, sharing and learning should be occurring. She thought that "shop-talk" was a necessary and enjoyable part of school life.

Most teachers "feel better knowing that they are not alone in their quest" (Department of Elementary Education & Educational Psychology, 1987, p. 88). Lea experienced similar feelings and recognized the necessity and value of in-school, in-departmental support and the positive effects of coming to mutually understand one another. As an experienced, competent and confident physical educator (Siedentop, 1983), she still expressed a desire for continuous support and reassurance throughout the implementation process. Teachers from previous studies have also suggested a need for "follow up support . . . and frequent visits from consultants and specialists" (Decore, 1988, p. 86), throughout the entire innovation phase (Sharman, 1987). Although Lea had decided to adopt the curriculum, she felt she needed periodic communication with colleagues to ensure her use of it. She realized that she had only partially implemented the curriculum (Leithwood, 1982b). She had not fully understood the implementation of skill levels (Alberta Education, 1988), and thus had not adjusted her teaching behaviours to accommodate individual differences. Even though she utilized the variety of teaching styles suggested by the guide (Alberta Education, 1988; Mosston & Ashworth, 1986), she felt that she could gain practical insights from her peers.

I **ASK THAT** curriculum developers realize the necessity for on-going support and feedback, and consider the implementation of frequent opportunities for colleagues to interact. For example, specifically tailored inservices could be offered throughout the entire school year, for two to three years. Common meeting places in schools could be established to encourage face-to-face conversation among busy physical educators. Continuous support may ensure that adoption of the curriculum leads to implementation (Harvey Research Ltd., 1988; Rogers, 1983).

I **ASK THAT** teachers make a concerted effort to communicate with one another--to make time to share ideas, discuss concerns--to support one another and to discuss issues vital to the welfare of physical education.

I **ASK THAT** substantial care, time, and resources are critical in facilitating change in teaching behaviours and styles, for considerable less implementation with respect to teaching methods is more likely to occur "than for changes in cognitive content or in organization" (Harvey Research Ltd., 1988, p. 16).

I have been reassured by doctors, friends and relatives that Natasha's proposed surgery is in her best interests. Everyone claims that she will be unable to recall the traumatic experience in later years, and that due to her youth and vitality, will recover very quickly from the operation. Yet, I still wonder if we are doing the right thing. I envision an active, happy, healthy child and wonder, why should we tamper with such a whole child. Deep within me, I academically know that the surgery will allow Natasha to sustain a healthy life. But it is so difficult to divorce what I know and understand to be right from what I feel. How much reassurance do I need?

Despite Lea's expertise and confidence as a professional physical educator, she too needed to be reassured that she was doing the right thing. She would have appreciated an occasional "pat on the back" from someone who cared. The positive feedback from her students was not sufficient acknowledgment and reassurance that she was doing what was best for them. I believe that the principal's recognitions would have been most meaningful to

Lea. Formal evaluation was not desired, but simply a feeling of knowing that someone recognized and supported her change efforts (Harvey Research Ltd., 1988).

Lea was familiar with the role of the physical education consultant in her district and therefore realized that the personal feedback that she desired had to come from other sources. The fourteen case studies investigated by the Departments of Elementary Education and Educational Psychology (1987, p. 100) suggested that planned support should come "from principals and other colleagues in the school." Lea hoped that next year more support would emerge from her administrator and physical education department head. The district consultant had planned to target school principals as "opinion leaders" (Harvey Research Ltd., 1988, p. 21) for next year. Principals "are the first significant line of support for teachers during implementation" and should therefore be "the initial focus of efforts to implement an innovation" (Sharman, 1987, p. 245).

I **ASK THAT** curriculum planners be conscious of the fact that competent, experienced physical educators need to be reassured that someone cares about the quality of their teaching and the continuous changes that they attempt to make.

I **ASK THAT** school principals become knowledgeable of a new program and all necessary efforts be directed to convincing them of the program's usefulness and desirability.

Why do the medical doctors insist on keeping parents of ill children in the dark? Do they feel that parents are incapable of understanding the complexities of the case or are the doctors merely being overprotective? Surely the doctors are not exerting a conscious effort, through technical jargon, to engender feelings of inferiority.

As we have spoken with many doctors over the past three years, I cannot help but think how unfortunate it is that more of them do not possess the sensitivity and perception necessary to communicate with other human beings. Medical terms, no doubt a necessity in the medical profession, interfere with the face-to-face language required for the doctor and parents to come to a mutual understanding. I really feel that much misunderstanding has occurred as a result of our inability to converse together. Could we not communicate in a compassionate, everyday language that is understood by all human beings and that encourages an emancipatory environment?

I have not lost faith in the expertise of the medical profession as skilled technicians but the ability of individual doctors to communicate is questionable. As uninformed parents, despite a tremendous effort on our part to gain personal knowledge and understanding, we have suffered unnecessarily.

Lea did not experience difficulties with the traditional language of the curriculum guide, as it was a language with which she was competent and comfortable. At university she had been trained in technical, quantitative language, as historically, physical education or "P.T." teachers lived within a positivistic, experimental world-view. Yet, through interacting with students, Lea had become educated in more appropriate classroom language. In her classroom, she attempted to make sense of the curriculum, together with her students. She consciously attempted to communicate with increased compassion and sensitivity to encourage an open environment, wherein, both she and her students could freely reflect together. However, the struggle was never-ending. Traditional, curriculum language that had dominated her pre-service training was an integral part of her lived-world and difficult to change. It was difficult for Lea to let go of the power and authority to which she was accustomed. The tension between her authority to teach and guide and her students' desires to author their knowledge and meaning was a constant dilemma in her attempt to live emancipatory curriculum (Pinar, 1988).

I ASK THAT professional teacher educators allow new languages of discourse to permeate our undergraduate courses in pedagogy. Language has a great influence on both communication and on the way one views the world (Norris, 1989). Perhaps new languages of discourse will enable future teachers to think and act with greater perspective, and thus allow them to come to understand and accept the joining together of thought and action.

I ASK THAT our future teachers be allowed to experience an emancipatory education, wherein, as university students, they are challenged to be creative and critical, and free to explore (Pinar, 1975). They, in turn, may then allow their students to experience the power of their own creative forces (Freire, 1970).

The ultimate decision of whether or not Natasha will undergo surgery is ours, yet I feel a certain loss of control over my life and that of my daughter's. I must lay our trust in the advice of the medical experts.

Lea too, had to trust the knowledge of perceived experts as she participated in a traditional, linear process of implementation. She was engaged in a process-product model wherein "implementation is [was] understood as a reproductive task" (Aoki, 1989, p. 17). Others made the decisions, produced the new curriculum, and then dropped it on her desk (Common, 1982). She was left alone to implement it. Clearly, as a physical education teacher, she was expected to be a part of an assembly line (Connelly & Elbaz, 1980; Schubert, 1986), and to function as a reproducer (Aoki, 1989) or "adapter of knowledge, thereby retaining the application methodology" (Connelly & Elbaz, 1980, p. 110).

At times, Lea became disillusioned and disappointed with her colleagues and with herself. She was proud to be a teacher and, although too modest to confess, considered herself and colleagues to be professionals and experts. Lea did not seem to mind that she was not involved in the design and development of the curriculum, for she knew that she, ultimately, had the control and power in her classroom. She was comfortable knowing that she and her students made the final decisions regarding what mattered most--the essence of her teaching--what actually happened in the classroom. It did not matter what "they" had said or had not said, decision-making was left in the hands of the teacher and students. Although asking for more prescription of instructional techniques, she appreciated the flexibility of the curriculum guide, which allowed for modification to meet the needs and interests of herself and her students.

I ASK THAT teachers be proud of their experience and expertise, and feel free to exercise a reflective investigative spirit (Aoki, 1989).

I ASK THAT curriculum policy makers re-examine the linear emphasis on policy formulation, development, implementation and evaluation, and consider the possibility of empowering the teacher as an autonomous curriculum agent.

I ASK THAT teacher educators and curriculum developers re-establish professional confidence in teachers by treating them on their own terms and not as a derivative of the theoretical (Connelly & Elbaz, 1980) and thus encouraging them to feel autonomous and willing to take charge (Werner, 1988).

There are yet many questions to be answered. Every time I believe that I have come to a better understanding of

Natasha's surgery, another question appears. I have the feeling that I will never know the answers to all of my questions and that I must live the experience to truly understand. Presently, I must experience the tensions of trying to envision the concrete, practical results of the abstract, theoretical constructs that I have formed in my mind. My thoughts clearly remind me of the traditional Aristotelian notion that gives primacy to theory and secondariness to practice. But in the technical world of medicine, the doctor is a technician trained in the practice of applying theory. The heart surgeon will skillfully and manually correct our daughter's abnormality, and will then leave us with the reality of filling in the answers as we nurse Natasha in her recovery.

Lea continued to ask questions because she too believed that there was yet more to understand. She was convinced that she did know all that there was to know about effectively implementing the new physical education curriculum. She repeatedly asked, "Is that all there is to it"?, as she quietly reached out for advice and assistance. She reflectively investigated her knowledge, understandings, beliefs, and values. She consciously attempted to rethink her intentions and behaviours, so that she would become more aware of her underlying assumptions (Jewett & Bain, 1985; Werner, 1984). As Lea attempted to give her students a greater voice in their learning (Norris, 1989), she continued to ask, "What is best for my students"? The question remained unanswered, as Lea struggled to understand curriculum and the implementation process in which she and her students were actively involved.

I believe that Lea was engaged in a process of coming to understand curriculum-as-lived, because she was flexible, critical, concerned, and co-acted with her students in an attempt to interpret text and find meaning in action. However, she was not convinced that thought and practice could be considered to be an integrated moment in time. Lea would attempt to apply a theoretical construct to her own practical situation, but in doing so, I believe that she was actively living curriculum. She did not recognize her experiences with her students in making sense together as experiencing curriculum-as-lived. Lea was entrenched in the traditional view of curriculum and accepted her role as implementer, even though her thoughts and actions indicated that she had explored beyond.

I **ASK THAT** teacher educators re-examine pre-service training to ensure that future graduates consider their role as teacher, to be that of decision-maker and independent developer. It is a new way of thinking and doing, and one that involves the unity of mind, body and soul (Aoki, 1989)--an attitude that becomes an integral part of one who comes to experience curriculum-as-lived.

There are no conclusions to my human struggle to come to wholly understand the present experiences of my lived-world, just as there are no conclusions to my investigation of a physical educator coming to understand her process of curriculum implementation. My teacher continues to attempt to find meaning in her life and that of her students, as a physical education teacher engaged in a process of understanding curriculum and curriculum implementation. "To hope is to believe in possibilities. Hope strengthens and builds" (van Manen, 1986, p. 28).

I am so relieved that Natasha's corrective surgery was a success. Despite the physical pain and emotional upset, it was not long before Natasha was her happy, energetic self once again. She wanted to jump up and down on the hospital bed, with several tubes in tow. Her first day back home she wanted to go to "MY playground." I was, and still am, amazed with Natasha's recovery. As van Manen (1986, p. 26) says, "I experience my children as living hope. I must act. Hope has activated me."

Even at three and one-half years, Natasha is very thoughtful of her experience and appears conscious of the effects it has had on her life. I believe that she has come to know and understand herself better. As a result of her pain and suffering, this child realizes that she can cope with adversity and challenge. Her words and actions suggest that she is stronger as a result of the experience.

Natasha has learned of life in another world, a life quite different from the cozy, secure existence of home. Although she experienced temporary isolation, while living in the hospital, she realized that some of her new friends were "still too sick" to go home. Playing with her doctor set now has experiential meaning for her, as she has learned somewhat of the roles of medical professionals, having developed relationships with several nurses and doctors.

Natasha experienced her situation positively and viewed the hospital as a "child-friendly space" (van Manen, 1986, p. 8). Most frequently and vividly she recalls the playroom. "I liked the playroom and the teacher--you know they changed the teacher every day." And of course, "I liked all these guys [friends and relatives] coming over. I didn't like them taking the scab off with the scissors," has been her only negative statement regarding her stay at the hospital.

Comments continue to appear in everyday conversation, as Natasha relates how this event fit into her life and the meaning it has for her. She tells others, friends and strangers alike, that she has had an operation. She says, "It hurt, but I'm all better now. I don't need another operation, right Mommy?" She is yet insecure and uncertain, "How come I still need my mask [unrelated asthma medication]"? Just recently she commented, "Mom, Justine is three now. When is she going to have her operation? We'll have to ask her when we go to the ball game tonight."

Lea, too, has learned about herself as a result of her participation in this study. The everyday experience of self-reflection provided an opportunity to acquire self-knowledge. As Werner (1984) says, self-reflection allows an avenue for growth of self-understanding. "Initial critical reflection leads to further questions, which in turn, leads to a greater reflection" (Werner, 1984, p. 34). According to Lea, her participation "made me reflect on my past, how I felt about my experiences." She said that she learned more about herself as an individual and as an educator.

> I take things for granted and don't often stop to think why I do certain things and what has made me who I am. Reflection raised questions in my mind, What am I doing here? Am I really doing something worthwhile?" It was often depressing to think of why I did or didn't do certain things.

"It is the condition of not knowing why we are doing what we are doing"(van Manen, 1988, p. 29), that causes frustration and anxiety.

Reflection helped Lea to resolve some questions concerning her lifeworld. She was forced to think about herself and her teaching.

> The experience made me more aware of what I did in the classroom--in planning and in my interactions with students. I didn't just go through the motions of the job, which I feel begins to happen after doing the same things year after year. It caused me to look at my future more clearly and try to make an action plan--where I want to go and how I am going to get there.

Lea continued, "The experience (of being involved in the study) made my job more interesting to me." It also "made me realize the complexity and involvement of implementing a curriculum."

As a result of her experience, I hope that Lea also came to realize the many gifts that she possesses as a person and teacher (O'Connor, 1971). Although too modest to discuss them with me, most importantly she is willing to share them with her students. Lea possesses "a sense of joy and deep commitment to life, to the world, and to the subject matter that draws teacher and students into the world" (van Manen, 1988, p. 46-47). I hope that Natasha, in her future, has many opportunities of being a student with a teacher such as Lea.

Implications

This investigation of the lived experience of one particular teacher implementing a physical education curriculum has uncovered many meaningful insights. The process of interpretation and reflection has revealed significant implications for all those individuals and groups involved in the process of curriculum implementation. The prevailing attitude of the teacher as passive reproducer of knowledge permeates the entire implementation process. This overriding perception needs to be challenged. I believe that there is a need for district support services, administrators, and teachers in the field and in training to perceive and respect the teacher as an active, thinking professional within the implementation process.

Pre-service training needs to encourage and challenge future teachers to explore, be creative, and critical. They need to experience personal autonomy so that they, proudly and confidently, perceive themselves as experts and professionals. They need to be educated in accepting and desiring a decision-making, active role in curriculum implementation.

Curriculum policy makers and developers should also ensure that teachers are treated as creative, capable professionals. Unique perspectives and situations of individual teachers need to be considered within the implementation process. Teachers need to be given opportunities to exercise control within their own particular situations.

As professionals, the teachers need time and support to initiate and sustain implementation of a curriculum. Frequent formal and informal opportunities to communicate and share ideas with colleagues need to be an integral part of the implementation process. Continuous feedback, reassurance and overt support from consultants, principals, and colleagues are needed throughout the entire process--which may extend over a number of years.

From a time perspective, the role of coach appears to have a major impact on the life-world of the physical educator. The prevailing attitude toward interscholastic athletics and coaching responsibilities needs to be considered and appraised.

Teachers in the field need to take charge of their own participation in the implementation process. They need to be confident in their expertise and display such qualities in their actions. As a thinking, active professional they need to reflect upon themselves, their students, and curriculum in order to bring about change in their programs.

Chapter VII

PERSONAL REFLECTIONS

The Experience of Being There

I have fond memories of the nine months I spent at Oxford High, sharing in the world of one particular teacher named Lea. I was "always excited about going" to the school to visit Lea and her students. From the first moment we met, I knew that I was going to like my key participant and looked forward to coming to know her. Lea was a quiet, modest individual, so I felt particularly special and privileged when, over time, she came to trust and confide in me.

The school and its inhabitants created a positive environment for my investigation. The principal had said, "make yourself at home." The department head of physical education had said, "let me know how I can be of help," and had offered me several manuals that she had put together: Physical Education Handbook, Coach's Manual, and Role of the Department Head. The teachers from all subject areas who congregated in the cafeteria at lunch, invited me into conversation. And those that were indifferent to my presence, at least were not impolite. Members of the physical education department were pleasant and most were willing to converse when I approached them. They were very accommodating and cooperative in establishing a time for a formal interview as well as being responsive to informal chats. They did not appear to mind my presence at their meetings and spoke freely and openly.

A gymnasium setting was very familiar to me as I was accustomed to teaching physical activity to children and university students. Initially, I was somewhat apprehensive of being midst a group of adolescents, but soon discovered their desire to communicate. Students were accepting of my presence in the class, and in the school, and stopped to chat or ask questions. I was involved in conversation, ranging from, "Can you help me to serve"?, to "What do I have to take at University if I want to be a doctor"? There was also an overwhelming response from students willing to participate in a formal interview.

I was pleased to be back in a school environment, yet glad that I was participating in the role of researcher rather than teacher. The teacher's role was too demanding and exhausting. I have only to read my journal to experience the fatigue all over again:

> This is the life world of a physical education teacher! Never mind worrying about the implementation of a new curriculum. It is exhausting just to teach every class, organize and supervise intramurals, coach, plan, grade . . . without the added mental stress of planning a new curriculum. We even ate a quick lunch in the office again.

The opportunity to talk with Lea about everything and anything was most satisfying. She was always willing to listen, whether my concern was personal or professional. She empathized whether I had a sore throat or whether I had difficulties understanding some curriculum literature. I enjoyed reminiscing with Lea about my old high school days as a student and athlete. Comparing teaching stories recalled some vivid memories. Asking Lea's opinion about the implications [of my university teachings] in the "real world" of teaching was also insightful and meaningful. Our journals reflect a desire for conversation, and express a sense of missing our conversations when I was absent from the setting. We expressed a mutual comfort in one another in this respect (Elbaz, 1983), yet often, I had to convince Lea that her stories were both interesting and relevant.

> I enjoy hearing about your past, and it also helps fill in the story of your life and world. I like to hear about your family, friends, happy times, concerns--whatever you wish to tell me, as well as what I ask you.

As much as I enjoyed talking with Lea, however, the feeling that I was taking up too much of her time kept gnawing inside me.

Although I would feel guilty when I was absent from the school for a period of time, I knew Lea did not mind being on her own. I thought that "when I am not there, it's as if Lea is carrying on the study all by herself. It's not fair to her." But some weeks were so hectic that Lea and I were unable to get together.

> Monday I took Natasha for three hours of cardiology tests. Tuesday, I taught ED. CI. 494 and marked papers. Wednesday, Lea attended teacher effectiveness meetings all day, and Thursday and Friday, the gymnasium was reserved for a major basketball tournament.

I worried that being separated for extended periods would affect the relationship between Lea and myself. I did not want to have to become reaquainted and be forced to renew our trust and confidence in one another. I still do not understand how some researchers can visit a site infrequently and come to understand the lived world of its inhabitants.

Many, many hours I have spent thinking about Lea and her lifeworld. One day a strange feeling rushed through me as I reflected upon the day's happenings. Soon, I would be finished my investigation and my relationship with Lea, her colleagues and students would terminate. The person with whom I had spent almost a year of my life would become merely a professional acquaintance. Unless we made an effort to maintain contact, I would no longer be a part of my new friend's world.

The Uncertainty of Our Roles

During the initial stages of the study, I was feeling somewhat guilty that I was not helping to actually teach. I was concerned that I was taking up a lot of Lea's time and not giving anything in return. Based upon research experts' advice, as a participant-observer I did not know how much participating or observing I should be doing. Through experience, I discovered that too much active participation detracted from my ability to focus on the investigation. Yet, I also learned that total passivity did not allow me to truly empathize with Lea. However, this particular dilemma did not bother Lea, as she did not know the best way to collect my data. Lea assured me that my presence in whatever form was unobtrusive. We worked out a relationship as time passed by.

Lea was accustomed to teaching on her own and did not expect me to help. She did not mind the varied degrees of input on my behalf. It seemed difficult to assist when I had not been involved in the planning of lessons. However, I liked the times Lea asked me for alternatives and suggestions when planning. Had I been involved in an action research project with Lea, rather than a case study, I would have provided more collaboration and direct input.

Lea was uncertain about her role in the study. Although, at the outset of the study, I had presented its intent and explained our roles, she still questioned my ability to see and gain meaning from her life-world. Whereas I was concerned with asking the "right questions," Lea was concerned with giving the "right answers." She wondered how I was going to translate what I saw and heard into meaningful research results. She questioned the value of her participation, both for herself and for the study. Continuously I reassured Lea (and myself) that all that was needed was within her life-world, surrounding us, and that the details would eventually tell an intriguing, relevant story.

As researcher, I had tried to explain journal writing to Lea. She was unable to attend a journal workshop, so I xeroxed some materials and samples for her to read. Again, I was concerned that I had not provided appropriate "leadership" within our relationship, and tried to reinforce the concept of journal writing through our written dialogue. Research methods were to be my area of expertise I felt, and I obviously, was ineffectively explaining roles, methods and results.

During the study, I often had an urge to compliment Lea on her teaching. I was excited to see her utilizing styles, techniques and procedures that I advocated in my teaching at the university level. I was so pleased to see the students being forced to think, and being given the opportunity to input, I could not help but congratulate Lea. I was concerned that it was not my role as researcher, to do so, but as colleague and friend, providing feedback seemed most appropriate. I was sure that Lea would not act or respond merely to please me. According to Elbaz (1983), sharing my biases with Lea should have made the research process a truly joint activity, regardless of how our responsibilities were divided. I believed that sharing my positive feedback with Lea would make her feel more comfortable in my presence.

Becoming Critical

As Lea was accustomed to reflecting upon her teaching and her students, I believed her to be self-reflective. She tended to question her thoughts, feelings and actions. Yet, I felt that initially, the questioning may have been reflective of feelings of uncertainty as well as concern for sources of improvement. In the beginning, Lea was reflective but not critically reflective.

I entered into Lea's world and attempted to engage her mutually in reflective activity. I questioned Lea and myself, and encouraged her to question me and herself. Reflection by myself and Lea allowed new questions to emerge from the situation, which, in turn, lead to further reflective activity. Lea and I were, thus on our way to becoming critically reflective. We were attempting to "go beneath the surface, the immediate, and the taken for granted, to that which may be initially hidden" (Werner, 1984, p. 33). Our open dialogue and mutual questioning was trying to make our perspectives explicit.

As the trust between Lea and I increased, so did our capacity to reflect critically. Our early taped conversations reflect a preoccupation with appropriateness and politeness. I think that we were both somewhat insecure, and initially had problems interacting naturally with the tape recorder on next to us. Lea had said that "we could tape our conversations" but I knew that she was not totally relaxed. However, as time passed, the situation became less formal and contrived, and we were able to allow our ideas to flow. Lea became confident in voicing her opinion aloud. With my probing, Lea expressed inner thoughts well beyond the obvious, revealing her underlying perspectives. Yet, even though hidden assumptions, perspectives, motives, rationalizations and ideologies began to surface, I did not feel that we came to fully understand them. Perhaps we had not engaged in sufficient rigorous scrutinizing of her beliefs, values, and actions to effectively illuminate their implications.

Journal entries became more critical as we came to better understand our intentions and one another. In the beginning Lea had said, "I don't think that I can write about anything personal." Yet, as she questioned her thoughts, feelings, and actions, her journal writing became more and more personalized. Descriptive commentary was replaced with interpretive insights. More and more questions to me and herself were included in her dialogue, as she became more confident in giving personal meaning to the phenomenon she was experiencing. We both noticed a gradual change in our journal writing. "I feel that we have come a long way," but there is still space for growth.

Our lengthy, reflective discussions made Lea and I realize that, unlike many other educators that we know, we seek out change and challenge in our lives. We wondered why our perspective was different compared to that of other educators of similar age and stature. Many would say, "Sure, we need a new program, but not change." Lea and I became increasingly aware of our reasons for our interest in change and experienced self-understanding.

Although we expressed a positive attitude toward change, our ongoing participation in reflective thinking did not form the basis of reorientation and change in Lea's actions. Lea's underlying assumptions were in tune with those advocated by the curriculum-as-plan, and thus demanded minor adaptations only. According to Aoki (1984c, p. 12),

> Reflection, however, is not only oriented toward making conscious the unconscious by discovering underlying interests, assumptions and intentions, but it is also oriented towards action guided by the newly gained conscious and critical knowledge.

Werner (1984, p. 32) agreed wholeheartedly, stating that, "critical inquiry and change are inseparable." Lea welcomed the challenge of change. She was always acting upon herself and her world to improve the situation for herself and her students. She hoped to transform students' underlying beliefs about physical education, and eventually help in transforming the way other educators, parents, and the community viewed physical education in the secondary schools.

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